Middlebury

COLLEGE NEWS LETTER WINTER 1970

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MIDDLEBURY COLLEGE NEWS LETTER

VOL. 44, NO. 2 — WINTER 1970

EDITOR: Gregor Hileman, Editorial Advisory Board: Walter Brooker '37, Paul Cubeta, Lewis Ensinger '46, George Huban, Paula Knight Jeffries '45, David Littlefield, Dennis O'Brien, Gordon Perine '49, Kimberly Sparks.

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The Middlebury College News Letter is mailed without charge to all alumni. A parents edition, without alumni news, is mailed without charge to all parents of students and recent graduates. Every alumnus is asked to inform the Alumni Office of his change of address and of any news concerning himself or another alumnus.

Around the Hill

Increased Student Participation in College Governance

Last April the Faculty voted that any faculty committee may have student members. Their number and voting status on any committee shall be recommended by that committee to the full Faculty each year. Student members would be elected by the Student Senate. As the Fall term began, 10 of the 16 committees had a total of 25 student members (excluding the Cultural Conference Committee which is a special case). All but one are elected by the Student Senate, and all 25 have full voting rights. (The Cultural Conference committee consists of six faculty members, nominated by the student committee and appointed by the President, to advise a 60-man student committee.)

Then in December the Faculty discussed a College Council recommendation that certain students be invited to attend faculty meetings. As the consideration of the question was not completed at that session, voting was deferred to the January meeting, when it appears likely that some arrangement for a limited student participation in faculty meetings will be worked out.

This student participation in academic areas of college governance is in addition to a wide range of non-academic areas in which students already exercise virtually complete control: they regulate student life through the Student Senate, the Dormitory Councils, and the Student Judicial Council, and they regulate all extra-curricular campus activities through the Senate's control of student-activities-fee expenditures.

Residence Halls to Vote Own Social Regulations

The Board of Trustees has approved the College Council's recommendation that each dormitory council be permitted to legislate its own parietal-hour regulations. This means that any dormitory may vote itself 24-hour visiting privileges if a two-thirds majority of its members so prefers. This self-regulation now being instituted during the Winter Term results from more than a year's study and discussion by the College Council and by a special subcommittee chaired by Dean Wonnacott. As part of its fact-finding task, the subcommittee undertook preference polls last summer of the entire student body and a random sample of parents.

The student poll was distributed in May and had a modest 34% response (321 women and 157 men). It asked (1) whether there should be a single set of regulations for all dorms, rather than self-regulation by dorm councils, and (2) if there were to be a single campus-wide regulation, whether it should restrict visiting hours or permit 24-hour visitation. It then asked the student (3) to record the strength of his favoring or opposing each of four alternative arrangements and (4) to rank the four in order of his personal preference. The four alternatives were:

a. dormitories with 24 hour parietals
b. dormitories with limited parietals
c. coeducational dormitories (men and women on alternate floors) with 24-hour parietals for residents only).
d. "Other (specify)"

Twenty-four hour parietals in all dorms was the first or second choice of 83% of the men and 73% of the women. Coed dorms with internal 24-hour parietals was the first or second choice of 61% of the men and 47% of the women. Limited parietals in all dorms was the first or second choice of only 17% of the men but of 48% of the women. 40% of the men and 56% of the women specified some "other" arrangement as their first choice, but these suggestions ranged fairly evenly across seven or eight different possibilities, although none were as restrictive as present regulations.

How did the parents feel? The parents of every 15th student in the lower three classes (about 83 in all) were asked to comment on five alternative arrangements for their son or daughter. Again, only 33% bothered to respond (15 with sons, 12 with daughters). The alternatives and the percentage of parents preferring each were as follows:

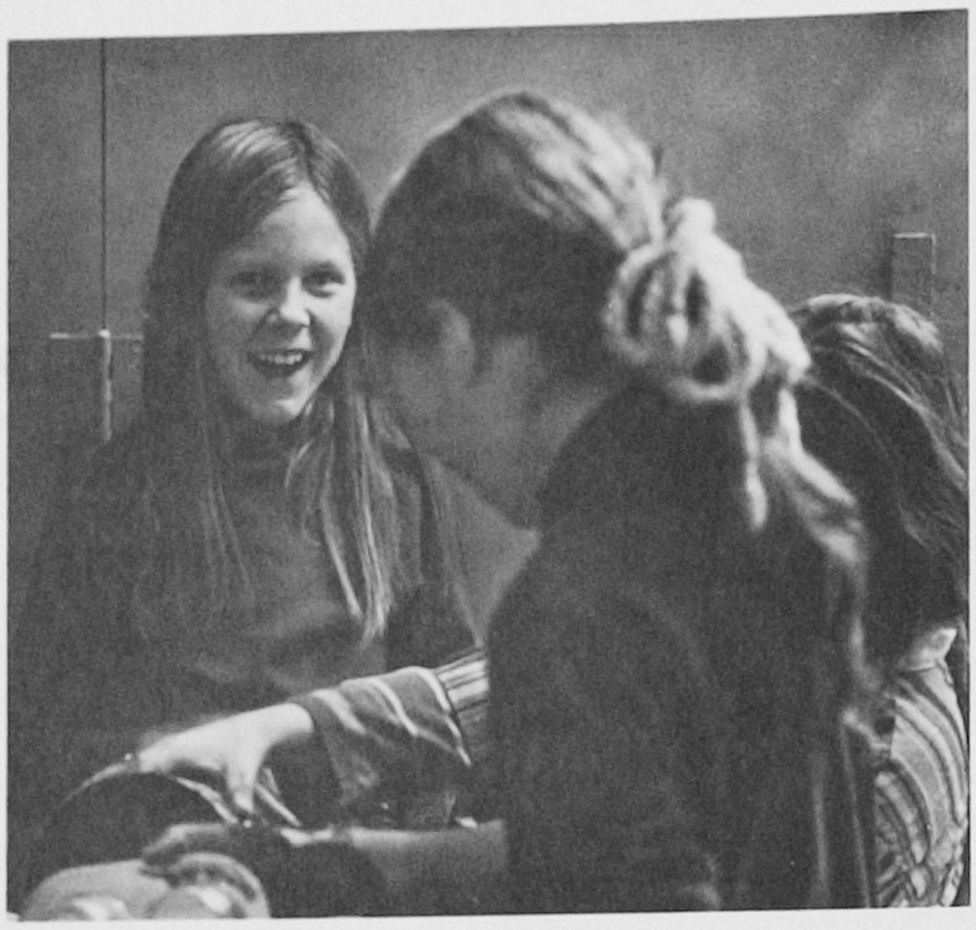
1. Students should establish their own hours, by dorm vote. 40.7%
2. There should be a variety of dormitory arrangements so that students could select their preference. 29.6%
3. Present system of limited hours should continue although full enforcement is impossible. 22.2%
4. Dormitories should be coeducational (by floors, or rooms). 3.7%
5. Limited hours for women, but men's dorms set their own. 0%
6. Regulations should be stricter than at present (a write-in). 3.7%

Thus 74% of parents responding and 82% of the students responding favored a less restricted arrangement of intervisitation than has prevailed. Action of the Trustees at their November meeting will now permit more relaxed social regulations for any residence hall that wishes them.

Children's Art Classes

Every Saturday morning this Fall, seven Middlebury students helped 40 school children explore the pleasures of art-making in the Johnson Memorial Building. The youngsters were 3rd, 4th, 5th, and 6th graders who had signed up for the eight-week course (October 18-December 6) after it was announced in all elementary schools in town.

The seven teachers, all art majors but one, had volunteered for the instruction when the project was proposed by the Friends of Art at Middlebury. Bruce Muirhead and Dick Turner of the Art department gave occasional



Elizabeth O'Brien, 10, flashes her Frans Hals laugh during wash-up.

"Or you could make his mouth like this and paint the teeth bright green!!" Steve Caldwell and apprentice.

advice and assistance.

With Halloween in the offing, the young art-makers began by constructing exotic masks of papier-mâché. Subsequent projects included collages, paper mosaics, still-life and figure drawing (the youngsters taking turns as models), and experimental painting with poster paints applied with assorted brushes and sponges.

Attendance was excellent throughout the series and the Children's Saturday Art program was judged too successful not to be repeated. The tuition of $8.00 covered most of the expense and the Friends of Art picked up the deficit.

Student coordinator was Laurie Miner '71 of Seattle. The other six teachers were Steven Caldwell '71, Redmond, Wash., Carol Cheney '71, Mahwah, N.J., Pamela Hanson '71, Leonia, N.J., Natasha Kempers '71, Waterville, Maine, Glenn Krug '71, Moorestown, N.J., and Susan Parlow '70, of White Plains, N.Y.

Chautauqua Time, Again

This year's Winter-Term Afternoon Lectures include these scheduled speakers and topics:

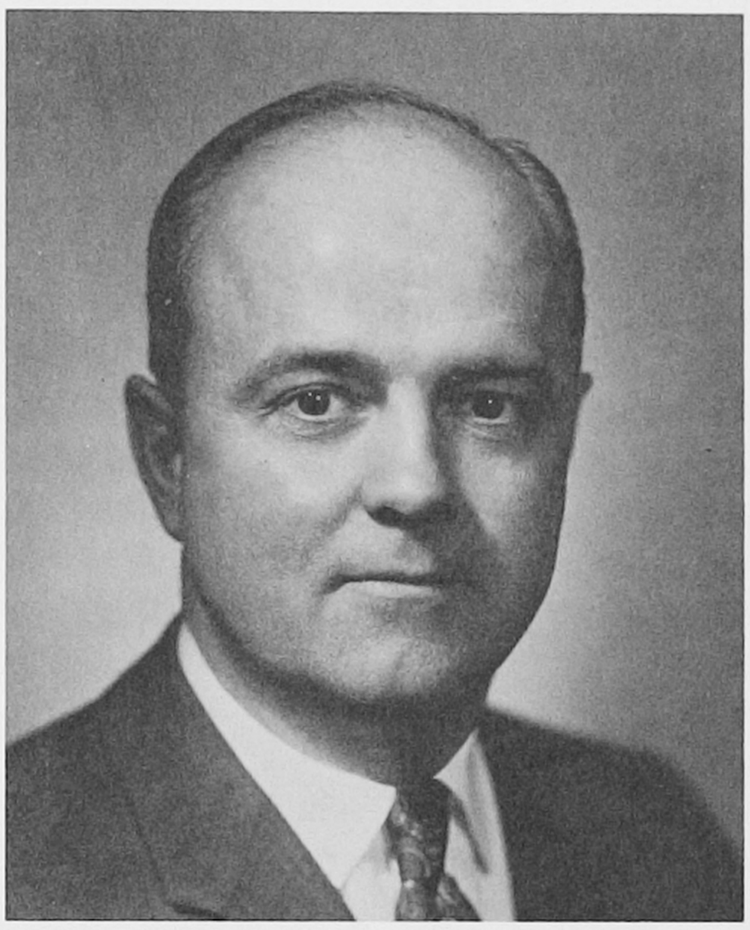
1/7 Robert Reiff, *The Disappearance of Art.* 1/8 Gerald Else (Michigan), Lecture in classical studies. 1/9 Travis Jacobs, *America, Racism, the Berlin Olympics 1936.* (1/13 film: "*China: the Roots of Madness.*") 1/14 Henry Prickitt, *William Hogarth: The Eighteenth Century Scene—Sex, Society, and Politics.* 1/15 Nicholas Clifford, *History and National Liberation.* 1/16 Dennis O'Brien, *Pop Education.* 1/19 Bart Teush, *The Responsibilities of a Free Artist.* (1/20–21 Drug Symposium.) 1/22 Duncan McDonald, *Unrecognized Platonism Today Amongst Scientists and Others.* 1/23 Gladys Groves (Visiting Lecturer, UVM), *Sex Values Today and Tomorrow.* 1/26 Rudolf Haerle, *The Sociologist-Teacher as Nigger: A Very Personal Critique of Some Sociological Concepts and their Implications.* 1/27 David Van Vleck, *Population, Pollution, Poverty, and Posterity.* 1/28 David Smith, *The Native Vermonter and His Sense of Humor.* 1/29 Paul Nelson, *Liberal Education—Some Modern Views.* 2/3 Peter Coney, *Drifting Continents, Spreading Sea Floors, and the Origin of Mountain Chains.* (2/4 Robert Pack, Poetry reading.) (2/5 George Todd, Concert from *Structured Sounds II.*)

. . . by will to the College on the Hill

From the estate of Beatrice King Taft of the Class of 1900, $12,800 to establish the Winifred Coffin '00 and Beatrice Taft '00 Scholarship Fund in the endowment of Middlebury College.

A Trustee and Alumnus Views

Middlebury and the Trustee's Role in its Governance



As part of their general questioning of traditional modes of college governance, some students are asking what Boards of Trustees do and why they are necessary.

This article is excerpted from a lengthier consideration of the subject presented by the author in August at an informal meeting of the Middlebury College Board on "The Role of the Trustee."

Mr. LaForce has been a trustee of the College for nine years, serving as Vice Chairman since 1968. He is a member of the Prudential, Finance, and New Trustees Committees of the Corporation. Formerly a college teacher at New York University, a vice-president of Metropolitan Life and executive vice-president of El Paso Natural Gas Co., since 1962 Mr. LaForce has been President of Central Securities Corporation. He is also a director of American Natural Gas Co., Mohasco Industries, and Swift & Co; he makes his home in New Jersey.

At Middlebury (Class of 1935), he majored in economics, was president of Waubanakee, was sports editor of the Kaleidoscope, captained the tennis team in his senior year, and was a member of the Athletic Council, the Student Council, the Liberal Club, Blue Key, and the Glee Club.

By Arnold R. LaForce '35

Martha Petersen, recently elected President of Barnard College, stated in her inaugural speech: "A strong college, a vital college, a free college must know and act upon three premises—where it is, what it is, and who it is."

As we are about to deliberate in committee on the subject of College Governance, we recognize the need for maximum agreement by administration, faculty, students, and trustees on these three important questions.

Because Middlebury is a privately endowed liberal arts college which must rely mainly on non-government sources of financial support, it is imperative that we agree on these questions so that goals and priorities can be established, and nonproductive use of the college's resources and energies be minimized. And just as in business or corporate life, such agreement and understanding in the academic community may reduce wishful status-seeking and wasteful empire-building and spur us to action when achievement falls short of our goals. After all, human beings are the principal ingredient of either a business or academic environment, and I am sure Parkinson's laws apply in both environments.

As to "Where it is," the answer is clear. The location and environment of Middlebury College is rural, not urban. Certainly, the beautiful and quiet setting of the Middlebury and Bread Loaf campus is a unique asset. From time to time, we all hear criticism that Middlebury College is so isolated that we ought to change it in various ways to bring it closer to the "real world" and its problems. But the neighborhood community of Middlebury College is not that of University of Pennsylvania or Columbia University: it contains the villages and farms of a rural area, not large cities like New York or Philadelphia. Nevertheless, Vermont is part of the real world and the social ills of poverty, pollution, inadequate housing, and apathy exist in Vermont, as well as in the cities.

But I am not arguing that Middlebury should cater to a dying localism and as an intellectual community ignore its relationship to the larger community. For as Jacques Barzun says, when a university or college is

strong and self-aware, it belongs to civilization rather than to one country. What I am saying is that the American system of higher education is *not* homogeneous, it is not made up of colleges and universities of a uniform character, but of many culturally diverse institutions, each with its own contribution to make and its own role to play.

Moreover, individuals vary in their ability to mature and perform effectively: some people work best in the bustle of the crowded urban environment with its accent on the immediate and the subjective, while others do better in a more detached rural environment. Middlebury would be false to itself and fail to take advantage of its true opportunities if it attempted to be something it cannot be.

What is Middlebury College?

It is an undergraduate, coeducational liberal arts college with a distinguished record of achievement for 170 years. As a liberal arts college, it is not involved with the complexity of specialized curricula of a great university, while as a privately endowed school it need not bear the obligations for statewide service of the land-grant colleges. It must, however, exert itself to do what it has set out to do, namely, to teach and to provide the finest education it can for the young men and women who enroll here.

And by "education" I mean education in the strict liberal arts sense, i.e., the training of minds to face the more general problems of the individual or, as has been said, "to make the end of education the preparation of men to be men." Talking about liberal arts education, "Doc" Cook has said, "What we should be preoccupied with is not instant maturity. Neither is it application of the Spartan tactic. A process of gradually liberalizing the spirit and intellect of the student, according to his or her personal and private growth should be one that engages our total interest. Education is, from this view, a process by which the whole person is developed, not paternalistically, but with guidance and direction."

However, I hear strong rumblings of disagreement from some members of the faculty and from some students as to this "gradual liberalizing of the spirit and intellect of the student." Apparently some, in accord with the mood of the times, would prefer more doing and less thinking about fundamentals; they argue that the whole purpose and life style of the liberal arts college must change. Hence, we need to reach a clearer understanding and fuller agreement on what the proper business of Middlebury is.

What is at issue, here, is the whole liberal arts process of teaching and learning. For as Russell Kirk has said, "The transmission of tradition and truth, and the requisite analytical understanding—must be separate from the world in sufficient degree for concentration on fundamentals, and must be based upon subordination and superordination, not upon the interaction of equals. If the college is an integral part of the society surrounding it, concrete problems of prudential action will perforce make impossible that detachment necessary for the teaching and grasping of essential principle, which tends by its nature to be an abstraction from the concrete. If the proper relationship of subordination and superordination between student and teacher is eroded, or totally denied, in the name of 'equality' or 'student rights,' the very possibility of teaching and being taught is destroyed."

In his excellent essay "Agenda for the Colleges and Universities," John W. Gardner writes, "Our institutions of higher education have three great traditional functions: research, teaching, and service to the community. The particular function emphasized depends on the institution. The four-year liberal arts college is concerned chiefly with teaching; the graduate school is more heavily concerned with research; the land-grant university has traditionally placed great emphasis on service to the community. None of these functions should be slighted. One of them *is* being slighted today, namely, the teaching function, particularly the teaching of undergraduates."

Who it is

Now in asking whether this indictment applies to Middlebury, I think we come naturally to the third question, "Who it is." A college is as dynamic as the individuals in the college at a particular time. The graduates of a college are evidence both of what a college claimed it was and of how well it achieved that goal. At any given period, the present faculty and students, by what they seek to teach and learn, test the creditability of the college.

Almost everyone believes his own or his group's interest to be virtually synonymous with the public interest. Most men are prone to deal only with the present manifestations of problems, seeking solutions that will give comfort today and leaving tomorrow to shift for itself.

The philosopher, Sidney Hook, has observed that every institution runs downhill without administrative leadership. Hence, whether it be a business corporation or a college, the president sets the pace and tone. He can invigorate or he can enervate the entire institution. Now when Dr. Armstrong came to Middlebury six years ago, you may remember he gave us a blueprint of the college's future: he argued that the quality of Middlebury's educational program depended on its human base, especially the Faculty. Thus, on his recommendation the Faculty was expanded to meet the demands of a growing curriculum; salary structures were improved and leave-of-absence programs established to strengthen and sustain the Faculty. Next, physical plant was expanded and improved to give the Faculty and students better tools to do a better job. In these and other ways, Dr. Armstrong has set a fast and challenging pace and Middlebury has been fortunate to have this outstanding educator as its head since 1963.

Today, Middlebury's faculty numbers 135, up 30% from 1963–64. In Dr. Armstrong's words, it is a young faculty with an average age of 39 and possessed of great vitality, energy, and imagination as it goes about its job of teaching. As might be expected with this kind of faculty, the quality and energy of the students at Middlebury has increased also. Recently Dean Cubeta said, "I cannot recall a time at Middlebury when the Faculty has been so hard pressed to keep up intellectually with our students." And although there have been a few faculty and student voices raised in criticism of Middlebury teaching, certainly the reactions I have heard from parents and students testify to the challenge Middlebury teaching is offering its undergraduates. Moreover, the New England Association of Colleges Committee, in its recent evaluation of the College, suggest that Middlebury has not slighted to any significant degree the teaching function which Mr. Gardner so rightfully worries about.

And so, although I believe that there is much at Middlebury to be pleased about, I still find myself increasingly uneasy and troubled as a Middlebury trustee at this stage in the College's history. For I see the distinct possibility of the constituent parts of this college community (the trustees, administration, faculty, and students) pulling farther and farther apart, whereas we should be drawing closer together and nurturing that internal coherence and confidence in each other which Middlebury will require if she is to face successfully the challenges ahead.

At this point I will state emphatically my conviction that we, as trustees, should not meddle in the day-to-day affairs of Middlebury. But as Barzun suggests, I think trustees should inquire into the balance among the activities undertaken. And because we will be jointly engaged in the coming year in deliberating the subject of college governance, perhaps the sooner we start communicating with other members of the college community the better for Middlebury. These deliberations will mean much more work for the trustees and the development of closer relationships with administration, faculty and students. So in the spirit of wanting not to meddle, let me try to develop and discuss some of the specific areas of concern which are bothering me.

Confusion as to the Proper Role of Trustees

In his book, *The Closed Corporation*, Mr. James Ridgeway argues that colleges should be run by students, faculty, and administrators who are directly concerned with education. They should be free to all—which means, of course, that private educational institutions would cease to be. Next Mr. Ridgeway states that present methods of governance permit a small group of men to use a college for their own ends; therefore, he says, the present system of governance should be abolished by making any college or university whose governing-board membership is self-perpetuating ineligible for public funds. Thus, all members of the board of trustees should be elected for terms of four to six years by the students, alumni, faculty, and other members of the immediate university community. Finally, he also suggests that student-government bodies be given veto power over such major university decisions as admissions and finances.

Now I don't take Mr. Ridgeway's argument lightly even though in my opinion it is largely nonsense. The reason I don't take it lightly is that I hear many of the same arguments being expressed by a few Middlebury

students and faculty, today. Hence, I suggest that the Middlebury Board of Trustees take such comments seriously and be prepared to answer them, for in my opinion we will be hearing more and more of this line of argument.

Of course, it is apparent that Mr. Ridgeway's thesis is part of the now-popular collectivist philosophy that argues simplistically that everything should be returned to the People so that the economy and society and all of its related institutions will function more efficiently and effectively. But the immediate issue is the board of trustees: Why have a college board of trustees which is dominated by "outside" people who are not members of the immediate college community? Aside from the fact that, legally, Middlebury College is a corporation whose charter provides that ultimate authority be vested in such a Board, I submit there are several sound reasons for the present system. I would like to summarize them, adapting a recent statement of Walter Gellhorn, a trustee of Amherst.

(1) *An external board of trustees serves as a counterbalance to whatever risks of distortion may be created by the pressures of immediacy and self-interest.* Almost everyone believes his own or his group's interest to be virtually synonymous with the public interest. Charles E. Wilson's opinion that what is good for General Motors is good for the country was remarkable more for its candid expression than for its content. Most men, furthermore, tend to be strongly "contemporary-minded"—prone to deal only with the present manifestations of problems, seeking solutions that will give comfort today and leaving tomorrow to shift for itself.

These generalizations apply to college communities as well as others. I do not suggest that all judgments about academic problems are tinctured by self-interest and limited by failure to consider the future, but certainly some of them are. This is almost inescapably so when the judgments are made by students whose direct involvement with the college will soon end. And it is perhaps increasingly so when a college faculty acts, because many faculty members are becoming almost as transient as their students. For the briefer one's association with a college will be, the more impatient one is with concerns about its future.

The trustees have a fiduciary responsibility to counterbalance whatever risks of distortion may be created by such pressures of immediacy and self-interest. In strictly legal terms, the trustees are bound simply to prevent dissipation of Middlebury's resources and to honor the terms upon which testamentary and other gifts have been made. In actuality, the trustees also have a duty to Middlebury's graduates and, far more importantly, to college generations yet to be. Many alumni, identified as they have been with the College, have an intangible but very real interest in Middlebury's repute; and students still to come deserve access to an institution of unimpaired strength. Nobody but the trustees represents the past and the future in current on-campus councils. When decisions are likely to have irreversible consequences, somebody without a personal stake in the matter should be in a position to create heightened awareness of institutional consequences. This is a role for which the trustees are well-fitted.

(2) *A board of trustees, being "disinterested" and yet deeply concerned, assures the proper exercise of a revisory judgment when major changes are contemplated in the structure, purposes, or standards of the college.* Now, of course, a precise line cannot be drawn between the making of educational judgments (the Faculty's preserve) and the making of major changes in structure, purpose, or standards (which in my view should call for the trustees' judgment in addition to the Faculty's). But, though the line may be imprecise, it should be observed.

To compare the trustees with faculty members with respect to capability for professional educational judgments raises a false issue, as would a comparison between trustees and students with respect to awareness of youthful tastes, needs, and aspirations. No trustee that I have observed asserts he possesses insights superior to those of the teachers or students in their spheres of special competence. Trustees recognize that the faculty is a specialist body whose judgments shape the educational program. But if the faculty desired to go off on a wholly new tack, I hope they would believe they should obtain from the trustees a new grant of authority to act.

(3) *Trustees also serve as a tribunal to pass upon competing claims to the College's limited resources.* Here the trustees' view is usually shaped by the President, who recommends certain expenditures as opposed to others. At times, however, the trustees can and should absorb some of the heat that would otherwise be borne by the President, alone.

With academic expenditures, the President and trustees rarely have the easy task of choosing between good and bad: they have the infinitely more difficult task of choos-

Many alumni have an intangible but very real interest in Middlebury's repute; and students still to come deserve access to an institution of unimpaired strength. Nobody but the trustees represents the past and the future in current on-campus councils.

ing between a number of goods, each having a claim to favorable attention. When available funds are too limited to support everything that Middlebury might ideally do, somebody must fix the priorities.

Theoretically, this could be done wholly within the college community, either singlehandedly by the President, or collectively by the Faculty, or by an assemblage that included students. But occasions must inescapably occur when, because a continuing intramural clash about finances would leave deep wounds, disagreements should be submitted to the judgment of an external, "disinterested," and yet deeply concerned body—the Board of Trustees.

(4) *The board of trustees can play an important role as mediators.* Allocation of physical and financial resources is not the only begetter of intra-institutional frictions: the daily press brings us news about divided faculties, warring student groups, embattled administrators. The histories of most colleges, moreover, include periods when a president was unable to hold together all of the elements that must work together in harmony, or at least mutual toleration, if the educational enterprise is to go forward. In every complex organization, moreover, there are occasions when an action required in the long run may be opposed at the outset by some because it may be hurtful to their present interests.

In each of these situations the trustees, collectively, can usefully mediate. Although committed to the institution, they are detached from it. Hence, they are unlikely to be so identified with one faction that their objectivity can be challenged.

If mediation finally fails to create a consensus, then ultimately someone must be the arbiter. Here again, the trustees' devotion to the institution as a whole, coupled with their separation from its component parts, qualifies them to make an impartial and conscientious judgment.

Perhaps such a need will never arise at Middlebury. Certainly none has occurred during my own service as a trustee. But the infrequency of emergencies is not an argument against retaining the Board of Trustees as mediator or arbiter in crisis conditions that may occur. One does not discard fire extinguishers simply because own's own home has not yet been ravaged by fire.

(5) *The greatest usefulness of a board of trustees may be their ability to ask questions.* I am not referring now to participation in actual decision-making, but only to the significant value of having within the Middlebury structure an official critic who, as it observes developments with an objective though affectionate eye, can voice questions that may not have been considered.

Drawing as they do upon highly diverse bodies of experience, the trustees may occasionally discern issues that have been overlooked. More often their questions will concern matters already evaluated before the decision was made. Occasionally a question may lead to re-evaluation, but more often it will call simply for articulation of the reasoning that had been imperfectly stated, previously. Even when questioning leads to no change in earlier conclusions, it may be useful in gaining fresh support for decisions that might otherwise have remained in dispute.

(6) *As managers of institutional resources, external trustees need no defense.* By discharging these duties the trustees enable the Middlebury College community to concentrate upon the educational process. I assume nobody seriously desires to end this division of labor. In my own estimation, what the trustees do as legal owners of Middlebury's tangible and intangible property is the most precisely definable of their responsibilities, though possibly far less significant in the long run than some of the others.

Why Do Trustees Serve?

Parenthetically, let us ask ourselves why we serve as trustees. Mr. Ridgeway says there is the opportunity for a small group of men to use a college for their own ends. As a trustee during the last eight years, my experience reveals no such ulterior motives on the part of trustees, and I don't know what ulterior motives there could be. However, one trustee has told me that he was interrogated recently by students along these lines so, apparently, there is some student (and perhaps some faculty) mistrust of our motives. The line of questioning seemed to imply that trustees serve for prestige, or possible material gains, or power over other human beings. I suppose in a very far-fetched way it might be argued that members of a board in varying degrees, according to their individual thinking, believe in the private enterprise system and therefore are members of what is simplistically called the Establishment. However, I do not see how that prevents us from reacting sensitively to the issues of the real world. More importantly, during my period of service there has been no attempt whatsoever to interfere in any way with what is taught in the classroom. Personally, I

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Why we serve as trustees is very simple:
love for the institution because its influence has deeply affected our lives;
and our interest in young people and in higher education.

have even avoided asking the natural question of whether students are getting a balanced expression of thought from what is hopefully a diverse faculty, because such a question might be considered an attempt by a trustee to enter the classroom.

I think the answer to why we serve as trustees is very simple: love for the institution from which we have graduated because its influence has deeply affected our lives and, particularly if we are not graduates of Middlebury, our interest in young people and in higher education.

I think it is incumbent on the Board of Trustees to critically reevaluate the effectiveness of its role at Middlebury in the following respects: (a) the composition of the Board in terms of age spread and representation from a wider spectrum of society, including diverse racial and ethnic viewpoints, (b) the wisdom of continuing to elect life trustees, (c) greater Faculty and student representation through participation in committees of the Board, and (d) greater alumni representation. These questions require thoughtful consideration by the Board, but now is the time to begin.

Other Areas of Concern

Turning to other concerns, I would like to submit these additional items in the form of questions for your consideration.

1. Am I correct in believing that I see an attitude evolving at Middlebury in which trustees are looked on as a "necessary evil" to raise money, but that otherwise they are "out of touch" and should not participate at early stages in the formulation of proposals representing *major changes* in the structure, purposes, standards, or educational program of the College? I am thinking particularly about the procedures and time sequences involved in reports of the Student Life Commission and the King Commission. Do you feel it is unwise and divisive to have important issues like these come to the trustees in an already solidified or polarized setting where the only apparent choice is between a vote in favor, or a vote of "no confidence" in the President?

2. Morris Abrams, President of Brandeis, recently stated that college administrators ought to stand up against extremist minorities and thus form a rallying point for the silent and moderate majority of students. Have we been overly concerned at Middlebury with the vocal minority at the expense of, and to the detriment of, the majority?

3. Is it time for the Middlebury community to work out and adopt a clear statement of its purposes, principles, and policies, including clear codes of conduct and comprehensive procedures for handling disciplinary cases?

4. Is it correct policy and procedure for the trustees to hear reports from time to time from appropriate individuals in the administration on such matters as the quality of student life, the quality of teaching, admission practices, etc?

In conclusion, I am sure all trustees agree that there is nothing more important for the future of Middlebury than *reestablishing* the college community as a coherent whole with maximum communication among each of its segments. And as we struggle with the problem of improving lines of communication, I trust we shall also be achieving a better understanding of the character of Middlebury College and of who ought to participate in what kinds of decisions.

I say "reestablish," because as one looks back, the Middlebury of the past *was* a community.

However, in the past thirty years the sense of community has steadily diminished. Some say this decline has resulted from the spectacular rise in status of the academic profession which has strengthened its ties to the outside world and to the federal government and weakened the ties to the local community. Others say that the evolution of our highly organized, complex, technological society has naturally tended to be destructive of the local community. What the majority of our young people may be trying to tell us is that in their education they want what we of earlier generations had, namely, the incomparable advantages of the face-to-face community of which they can truly be a part and in whose traditions and standards they can believe. So with flexibility and imagination, but holding on to what was good in the past, let us open the windows of our minds as we join together to reestablish a strong and coherent college community at Middlebury.

Three faculty comments on

The College and Society

Moratorium Day, October 15th, was observed on campus with a memorial service at 9:30 A.M. followed by 12 10-minute addresses in Mead Chapel by 7 faculty members, 4 students, and one townswoman. In the afternoon eight "open seminars," each led by one or more faculty members, were held in dormitory lounges, lecture halls, or other vacant facilities around campus, under such titles as "Literature and Political Affairs—Can Art Respond to Vietnam?", "College and Society," "Our Continuing Responsibilities in Southeast Asia," "The Economics of War," "The College and the Community" etc. In addition three scheduled afternoon classes were devoted to discussion of similar topics and were open to anyone who wished to attend.

The morning session had the general title, "The Reciprocal Roles of College and Society." Some titles of the morning addresses were "The College in Community Programs," "The College as an Organ in American Society," "The College Commitment to Y.O.U." and "Growing Up American"; in addition a student spoke briefly on the "Problems of Biafra" and the director of volunteer services in the Counseling Service of Addison County spoke on what Middlebury students had said about themselves in interviews for Big Brother and Big Sister volunteer assignments with that organization. Most of these addresses were thoughtful and effective efforts and we present three of them here, both as representatives of the level of discourse and as provocative expressions of opinion. Mr. Dry's address has been abridged because of space requirements.

The University in Politics

By Russell Leng,
Assistant Professor of Political Science

Let me begin by saying that while I approve of the Moratorium and its purpose, I'm sorry to see so many of you here. I would have hoped that despite the editorial in the *Campus* that some of you would have had the courage to assume the original purpose of the Moratorium, which was to go out and ring doorbells and talk to the citizens of Middlebury about your concern with the war. I think that that would have been a more difficult but more appropriate avenue than listening to talks by your professors here in Mead Chapel.

I say that I approve of the Moratorium and I am also opposed to the war, that is, I am opposed to the present policy of the Nixon administration. It's probably still not necessary for me to say this but perhaps someday it could be. And that leads into my remarks this morning.

My talk is on the political role of the college. It is an objection to what I believe is the growing politicalization of the college. I believe that when the college begins to function as a political instrument in society there are great dangers to its primary role as a haven for the free and independent search for wisdom and truth. I believe that is the danger in the position the Faculty took last week and that is why I'm speaking this morning.

I do not object to, and I'm not going to discuss, the latter part of the statement, the part of the statement that came from the College Council, but rather the motion which was presented to the Faculty by Dean Dennis O'Brien. The motion states that "The Faculty of Middlebury College believes that there are times when it is appropriate for the Faculty as a body to express an opinion on off-campus issues which affect the vital interest of the college community and higher education." That was the first premise. The second premise was: "We judge that the Vietnam war presents such an issue." It is to this motion that I spoke at the Faculty meeting and I'll restate my position before you this morning.

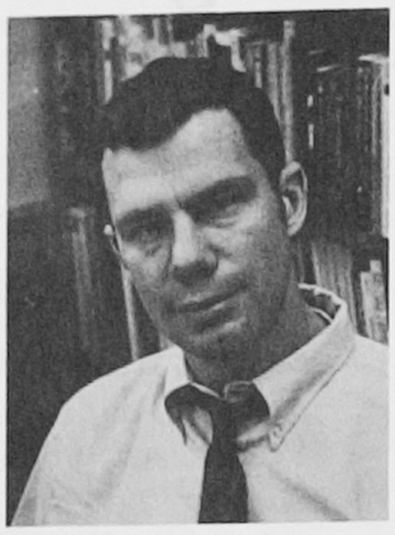
I think two kinds of political danger threaten the liberal values of private colleges in the United States today. One danger comes from without in the form of government research contracts, which place institutions in positions of increasing economic dependence upon government organizations. In the jargon of political science, this is called "informal penetration." It applies to nations as well as institutions. To influence in either case one does not conquer them by arms but gains control of the economic apparatus, so that the continuing prosperity of the nation or, in our case, the college, is dependent upon the outside donor. I think that such use of the university as a government research tool can be dangerous.

The second danger is directly related to what I'm talking about today and that is the danger that can come from within the college itself. When groups representing the college or its faculty declare themselves to have determined an *opinion* on a political issue, as in the Middlebury faculty decision, this is to declare that the truth has already been found on certain questions, in this case an important political issue. To pretend that this precedent is not in any way a threat to academic freedom is absurd. One does not, or did not until recently, teach birth control at certain Roman Catholic universities. This was because they declared that the truth had already been found on that issue. I think that the dangers of initiating such "opinions" are

all but self-evident; nevertheless, I will discuss two practical problems that can result. First, if the university can take a stand on Vietnam, it can take a stand on any other issue, any other political issue. A change in the draft laws or any new draft laws certainly affect the vital interests of this College, very much in the way that the Vietnam war, itself, does. Arguments could be made for a Faculty opinion on arms expenditures, our policy toward Greece, the war in Nigeria, or domestic issues such as civil rights or the Seale trial in Chicago.

A government or private benefactor that grants money to an institution which has formally expressed its willingness to take a stand on political issues, I think has every right to ensure that these positions will not be contrary to the interests of the benefactor. It might even demand that it put itself on record in favor of certain positions.

To give you an example of what the situation could be like, I think some of us might remember the era of the Cold War. I have heard professors who are older than I am talk of days when every mention of the Soviet Union in a college classroom was prefaced with "Now I'm not a Communist but. . . ." I wonder if the day might come when we're faced with that kind of a situation again. When a faculty professes that it's perfectly willing to take a stand on political issues and does on certain issues, what possible protection does the individual have? One tires of hearing cliches about old concepts like the "ivory tower," but I think the word has real



Prof. Leng

meaning. It stands for the freedom for independent thinking and inquiry. To abrogate this freedom in a declaration that the faculty has already expressed an opinion of this matter, should be done only if the immediate situation so threatens the university that survival with the principle intact is rendered meaningless. No one can possibly argue with Dean O'Brien's first statement that there can be times when the vital interests of the College are so affected that it must take a stand on a specific political issue. One can always think of the Nazi Germany example. In that case, survival without action would have been meaningless.

Therefore, I think one must consider the second sentence: "We judge the Vietnam war presents such an issue." I think there are two appropriate questions to ask here. The first is, "Is Vietnam such an issue?" Is the continuation of President Nixon's present policy of withdrawal (versus some unspecified alternative) so dangerous to the vital interests of Middlebury College that the life of the institution becomes meaningless with its principles intact? The second question is, "Will our action as a Faculty be substantially more effective than action we might take as individuals without sacrificing the principle of free and independent investigation?"

My own analysis of the first question is "No." I do not believe that the political influence which might be exerted on national policy through an official opinion of the Faculty of this College is substantially more effective than the sum of the opinions of individual faculty members. In this sense I believe the position taken by this College is no more effective politically than the position which was taken recently by university presidents who signed their names to a statement on the Vietnam war, but added that they in no way were speaking officially for their respective universities. They stood rather as concerned men. I think that individuals should have the courage to stand up alone and oppose the conduct of the war, as many of us have done in the past.

I believe that freedom for independent inquiry and research must be protected. I think that none of our freedoms can be expected to survive without protection. So I ask you to think about the use of the College as a political tool and to consider carefully what it is you are changing, what principles you might be sacrificing, and how you might influence national policy-making as effectively by other means.

FROM THE MINUTES OF THE FACULTY MEETING, OCTOBER 7, 1969

The Faculty of Middlebury College believes that there are times when it is appropriate for the Faculty as a body to express opinions on off-campus issues which affect the vital interests of the College community and higher education. We judge that the Vietnam war presents such an issue.

The Faculty of Middlebury College by a vote of 54 to 7, with 19 abstentions, records its opposition to the military involvement of the United States in Vietnam.

Accordingly, it supports the nationwide protest scheduled for October 15. However, the Faculty recognizes the right of individuals to teach and learn according to the dictates of their consciences without being subject to communal criticism or penalty.

Therefore, the Faculty recognizes the following courses of action, as fully appropriate, either singly or in some combination: (1) to abstain totally from any regular activity on October 15 in recognition of the concerns of the Moratorium. (2) To participate on October 15 in the activities planned for the Moratorium by the College Council, a discussion of the reciprocal roles of the College and society. (3) To participate within the normal framework of classes, each teacher to decide what the subject matter of his or her classes shall be.

The College and Society: Liberal Education and Reform

By Murray Dry,
Instructor in Political Science

Reflection on the particular actions leading up to this Moratorium Day reveals a variety of opinions and a confusion over two general activities: the nature of political life and the nature of liberal education. Consider Vietnam as an illustration of the confusion over the nature of politics.

Our involvement began after the Second World War when the French, our European allies, were trying to re-establish their influence over the area then collectively called Indochina. Vietnam did not become a crucial political issue for us, it did not arouse the American public, until President Johnson decided to send American troops into South Vietnam to maintain a non-Communist government. Protest against the war increased as American involvement, and especially the draft and the casualties, increased, each with no apparent success. Until May of 1968, when President Johnson surprised everyone by withdrawing from the Presidential race and announcing a halting of the bombing of North Vietnam, military victory had been our goal. Since then the goal has been a political or negotiated settlement. There are no more hawks but there are varieties of doves.

The Moratorium Day and some of President Nixon's remarks oversimplify the lines of controversy. Many participants in this day's activities fervently desire peace; President Nixon has written in an open letter to a student at Georgetown University that "I ardently join all Americans in working toward that goal." To avoid beating around the bush, however, we must consider two other remarks which the President made which put him at odds with many, although certainly not all, of the Moratorium participants. Responding to Randall James Dicks' suggestion that the President's recent press-conference remarks that "under no circumstances will I be affected whatever" by the demonstrations on October 15 were "ill-advised," President Nixon distinguished public demonstration from public opinion: "To listen to public opinion is one thing, to be swayed by public demonstration is another." Second, after recognizing the right of public expression the President went on to state his concern for the short-term and long-term, domestic and world-wide, and direct and indirect consequences of American action. Included in these remarks was a dig at that eminent "philosopher-scientist" Professor George Wald of Harvard, who gained nationwide acclaim for his pithy answer to the knotty question of how we get out of Vietnam: "In ships!"

It appears that not only do many participants in this Moratorium Day disagree with President Nixon's response to the Moratorium, but they might also adhere to George Wald's solution. Still, in each case an argument lies under the surface and its correctness depends on a thorough understanding of politics in general and a complete knowledge of the circumstances surrounding this particular action. In the first case we must inquire into the relationship between consent of the governed and the constitutional obligations of office, especially the office of the President as commander-in-chief of the armed forces and as chief executive. In the second case we must consider what we stand to gain and to lose by immediate withdrawal, as well as by a gradual withdrawal in concurrence either with negotiations or a strengthened South Vietnamese army. Both the issue of consent and the appropriate strategy for withdrawal point to a more fundamental question: When if ever is war justified? This finally brings us face to face with the political question *par excellence:* What is justice? The objection to the war is, at least among the more vocal opponents, that it is immoral, i.e., not right, wrong, or unjust. This presupposes a knowledge of justice, however vaguely it has been considered. Does the basis for this judgment (that we should get out of Vietnam) not lie in a humanitarianism which demands an equal treatment of all men and a respect for all ways of life as equally valid? Does it not also demand a world government to actualize the condition of world peace and universal equality? Certainly for many who oppose this war as unjust, other wars may be just. This only confirms the complexity of political questions and the ultimate necessity of recurring to the nature of justice, if we wish to do more than assert a mere opinion.

These remarks about politics direct us to the second activity that is connected with this day's activities and surrounded by confusion as well: the nature of liberal education. The Faculty, after a full and intense debate, which was carried on in an atmosphere of mutual respect, preceded its vote to support the Moratorium Day program with a vote for the following: that on certain public issues it has the right and duty to take a stand; that Vietnam constitutes such an issue; and, finally that the war should be terminated. On this last vote, which was carried by a substantial majority, there were nonetheless many abstentions. This indicated that a substantial minority of the Faculty disapproved of the entire activity of voting a posture on Vietnam. The reasons given in discussion varied: Would this bind an individual? Was this kind of vote on a matter not under the Faculty's jurisdiction and not touching its duties as faculty, appropriate? What of the propriety of non-U.S. citizens who were faculty members voting in such a matter? Did that not also suggest the inappropriateness of the vote?

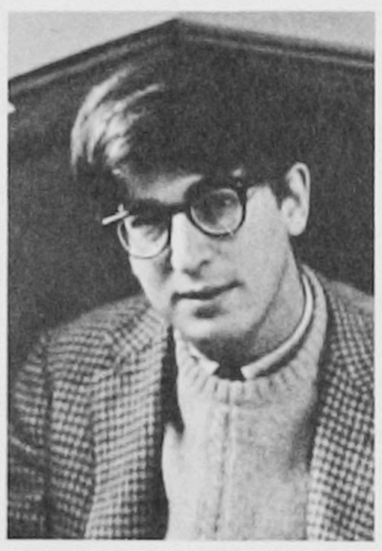
These interesting and important particular questions on the relation between the College and political life point to an even more important and more difficult one: What precisely is our job? The simple answer "education," and let us even say "liberal education," points to the central problem confronting all institutions of higher education in America: What is liberal education? The best answer I know is the following from Leo Strauss, which has guided me as it has all of Mr. Strauss's students:

> Liberal education is education in culture or toward culture. The finished product of a liberal education is a cultured human being. "Culture" (*cultura*) means primarily agriculture: the cultivation of the soil and its products, taking care of the soil, improving the soil in accordance with its nature. "Culture" means derivatively and today chiefly the cultivation of the mind, the taking care and improving of the native faculties of the mind in accordance with the nature of the mind. Just as the soil needs cultivators of the soil, the mind needs teachers. But teachers are not as easy to come by as farmers. The teachers themselves are pupils and must be pupils. But there cannot be an infinite regress: ultimately there must be teachers who are not in turn pupils. Those teachers who are not in turn pupils are . . . the greatest minds. Such men are extremely rare. We are not likely to meet any of them in any classroom. We are not likely to meet any of them anywhere. It is a piece of good luck if there is a single one alive in one's time. For all practical purposes, pupils, of whatever degree of proficiency, have

> access to the teachers who are not in turn pupils, to the greatest minds, only through the great books. Liberal education will then consist in studying with the proper care the great books which the greatest minds have left behind —a study in which the more experienced pupils assist the less experienced pupils, including the beginners.[1]

Strauss hastens to point out that current understanding has converted culture from a singular to a plural term: a culture is understood as any pattern of conduct common to any group. This democratization of culture goes hand in hand with modern democracy, which is not mass rule but mass culture, that is, "a culture which can be appropriated by the meanest capacities without any intellectual or moral effort whatsoever and at a very low monetary price."

We need look no further than TV for our mass culture. And this is where liberal education comes in; it is the "counter-poison," Strauss says, "to the corroding effects of mass



Mr. Dry

culture. . . . It is the necessary endeavor to found an aristocracy within democratic mass society." It "reminds those members of a mass society who have ears to hear of human greatness."

Now parts of this democratic aristocracy, or aristocracy within a mass democracy, are you, the students of Middlebury College, as well as students in other institutions of higher education in America. . . . A liberal education consists in the cultivation of the mind and will remain a preserve of the few even in a mass democracy. Not all men have the time for it, to say nothing of the interest or inclination. While a liberal education constitutes the only correct training in citizenship, which means ruling in the active sense, the following points should be kept in mind. Political life concerns all men, the many unwise as well as the few wise, and it requires definite action at a given time and place under given circumstances. One must have the capacity to act quickly and "—with firmness in the right." Full theoretical knowledge is hardly ever necessary nor is there ever time for it. Men of vast theoretical knowledge may be lacking in practical wisdom, just as men who would not harm a fly might ruin their country. The following excerpt from Dean Acheson's new book, *Present at the Creation*, illustrates this point with a sketch of President Truman and Robert J. Oppenheimer, Nobel-prize-winning physicist and major figure in the development of nuclear energy:

> Immediately after the war I had a great deal to do with nuclear scientists. There were people like Robert Oppenheimer, whom I admired very much. Oppie was one of the most naive people I knew. How he reached his age and knew as little about the outside world as he did, I don't know—though he was extremely cultivated and read widely in many languages.
>
> I accompanied Oppie into Truman's office once. Oppie was wringing his hands, and said: 'I have blood on my hands.'
>
> 'Don't ever bring that damn fool in here again,' Truman told me afterward. 'He didn't set that bomb off. I did. This kind of sniveling makes me sick.' It made me slightly sick as well.
>
> What also made me sick was the scientists' feeling that by making a bomb they knew everything there was to know about foreign relations and could bring peace to the world.[2]

Returning to the pressing issue of this day, these remarks are intended to support the fairest and fullest inquiry into the nature of politics in general and Vietnam in particular. But the correct judgment about the appropriate political action as well as the appropriate means of carrying out that action requires a moderate temperament and an absence of righteous indignation, often informed more by passion than by knowledge. This is especially important in our political leaders. As Secretary of State under Truman and key figure in American foreign policy after World War II, Dean Acheson came under heavy, unfair, and even vicious attack from the right, after the Chinese Communists under Mao drove the Nationalists under Chaing Kai-shek from the mainland. The then-Congressman Nixon participated actively in the Alger Hiss conspiracy case and in the general harassment of the liberal members of the State Department. Hence we might take special note of Acheson's remarks of last October 9, in which he warned us about "the attempt being made from so many sources to destroy Nixon." "I think we are going to have a major constitutional crisis if we make a habit of destroying Presidents. We'll have the situation we had after the Civil War, when the Presidency practically disappeared—from Andrew Johnson to McKinley."

We as a faculty can help you as students by examining serious political questions seriously and without ire or zeal. By assisting you in deliberations toward informed judgment, we can also cure you of a serious and widespread impediment to both liberal education and politics: a dogmatic moralism which is closed to man's true excellence—autonomous thought—and destructive of much that is politically good while itself devoid of any constructive political action.

Liberal Education and the Political Life

By Paul Nelson,
Assistant Professor of Political Science

The Moratorium on the war in Viet Nam has wisely been broadened, at least locally, to include the theme of the relation between the college, let us say "the practice of liberal education," and society. I say this is wise because there is a crucial difference between an academic community and the political community. So far as I am concerned, today, the Moratorium constitutes a particularly useful occasion for the consideration or reconsideration of educational matters.

I say these things not from the standpoint of political science, though I am a political scientist, and also not from the standpoint of a citizen, though I am a citizen: I speak from the standpoint of liberal education.

I want to offer brief comments on two points, first, a diagnosis of the situation of liberal education, second, a proposal with respect to its reform. If my diagnosis is mistaken, or if my proposal is unsound, I would beg as Socrates did in the *Republic*

[1] Leo Strauss, "Liberal Education and Mass Democracy", in Robert Goldwin, *Higher Education and Modern Democracy*, pp. 73–74.

[2] N. Y. Times, October 10, 1969

to be punished in the only fashion appropriate among men who want to know the truth, and that is to stand corrected, in the strict sense of the term.

I presuppose that there is a difference between political life and intellectual life, even those parts of intellectual life which are devoted to the study of politics. The difference is this: whereas political life is devoted to the urgencies of common life, intellectual life has the peculiar character of being detached, which means not only the polar opposite to immediacy and urgency but more importantly comprehending or divining the meanings of detachment and immediacy.

One of the central difficulties of our contemporary situation is the frequent confusion of these categories of existence, a confusion which manifests itself in the demand for the relevance of liberal education. That demand is brought on by a wish to affect political and social life. I would submit there is a true relevance and a sham relevance, and that it is the duty of liberal education to distinguish between the two and to defend and promote true relevance. The demand for relevance has in it both the possibilities for the changes it intends and also the latent possibilities of a change, not in the first place intended by reformers but one I believe would work to improve liberal education.

What I am driving at is this: I see in the demand for relevance not only a demand for political change but also a demand for personal relevance. By personal relevance I understand a connection between what is taught and the moral and intellectual needs of the individual. But relevance is a very tricky concept, as are its correlative concepts of need and concern. Relevance is the relation between what is taught and the character of needs, either in society or in the learner who wishes to alter society. Ordinarily, the learner who demands relevance is devoted to action. Hence relevance will be for him the relation between a man who wishes to know how to act well and the instruction he receives about the principles of action. But you will notice that I have made a crucial substitution, one I think must be made in the name of true relevance: I have substituted "acting well" for mere action. Now these are not identical. But it is the demand of the learner who wishes what I have called sham relevance that he be taught how to do what he *already* wants to do, or what he *already* supposes needs to be done. I hold that the claim for a relevance to needs already set, whether it is supposed they are set by society or polity or psyche, is a sham relevance. True relevance relates to or satisfies true needs. Now it appears to us that we know the true needs, but we may be mistaken, or needs may compete or present themselves as the one thing needful. But then the question is, What are the true needs, what is the right order of competing or conflicting needs, not only of society, but also of our own souls (which may be the neediest of all)? I say that without minimizing for a moment the problem of material poverty and the roles of science in striving for solutions

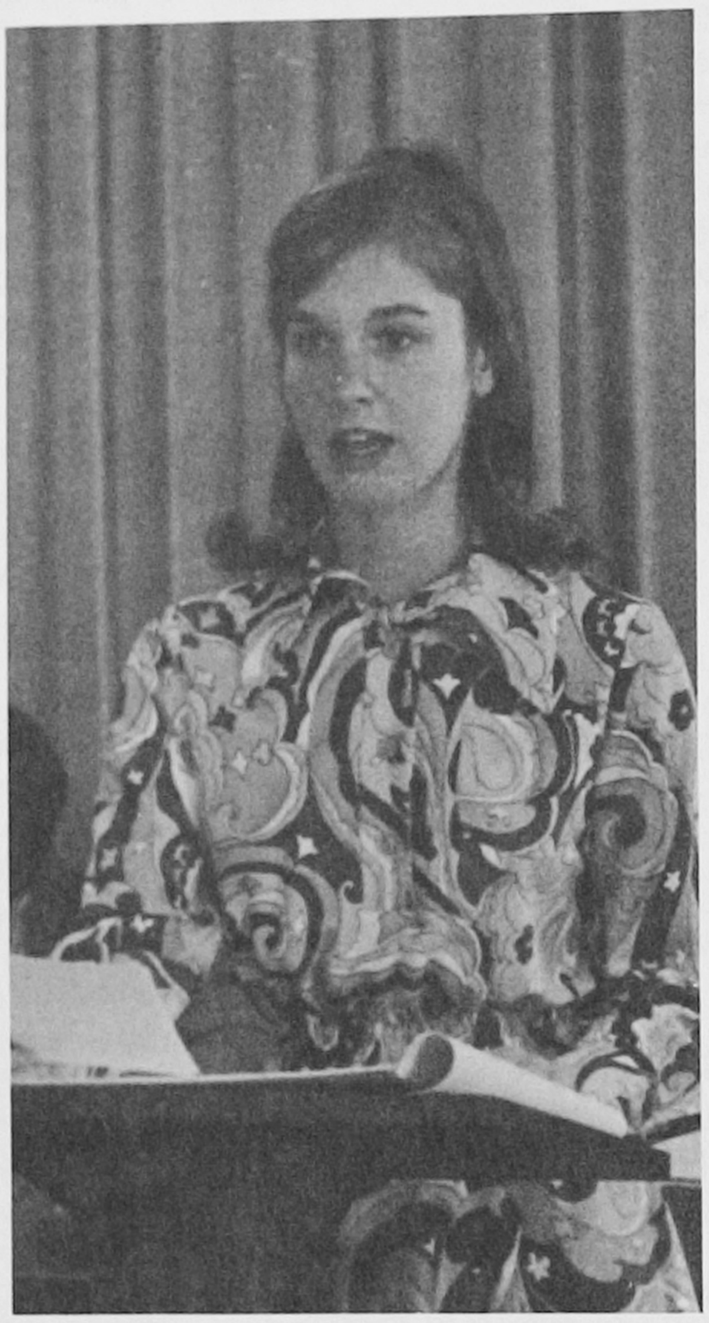
Prof. Nelson

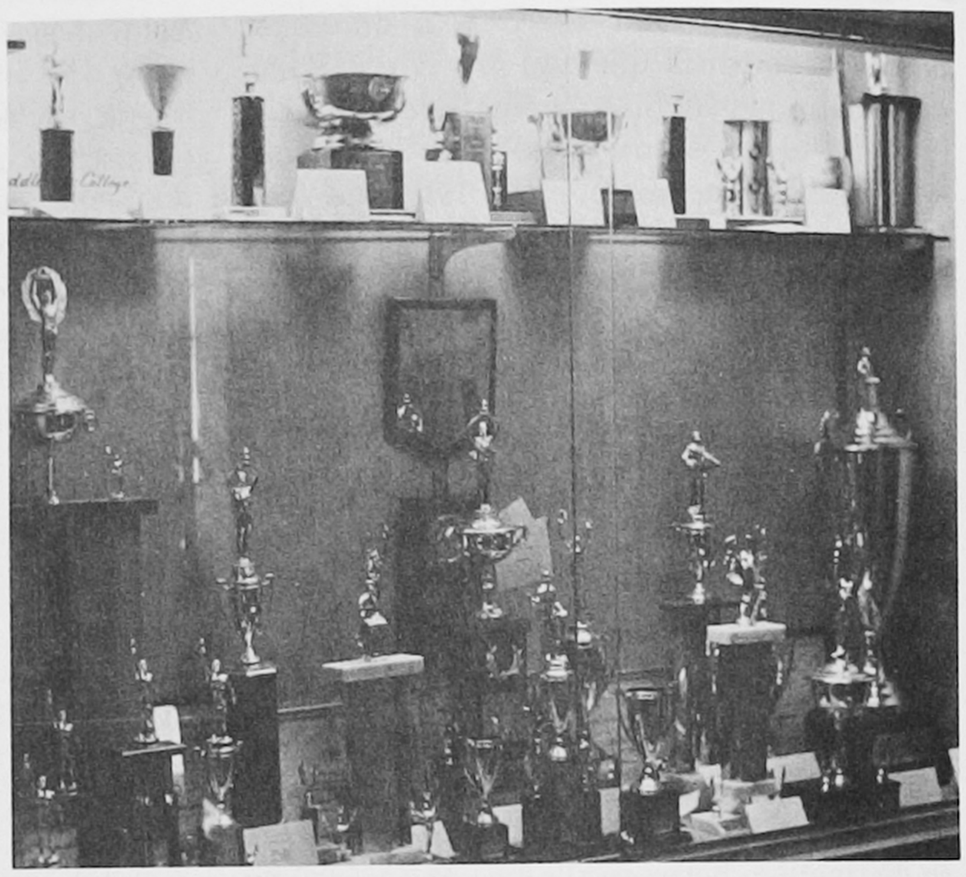
to that problem. But as Plato showed us in the case of the phenomenon or activity of love, which has many objects, between which there is a hierarchy of higher and lower, so I would say there are many kinds of poverty, one of which liberal education has rightly been understood to alleviate—namely, that form of poverty which is ignorance. So the demand for relevance provides us all with an occasion for considering, for thinking about, the character of our present neediness. I presuppose that we, students and teachers, will mainly *think about* the varieties of neediness: while anger, moral outrage, and their outcomes in spirited action are natural components of politics, they are not equivalent to thought, and while they may move us to thought, they may also be impediments to it. (Of course, one need not accept the presupposition of thoughtfulness, and one version of activism quite explicitly rejects this presupposition, but if men do not accept it, I do not see what there is any longer for us to do *here*, except, perhaps, to help interested people tool up for whatever revolution or reaction they have in mind.)

My proposal is simply this: to begin, as soon as possible, a reconsideration of the meaning of liberal education, on the model of past views of Cardinal Newman, Robert Maynard Hutchins, and Alfred North Whitehead. Such a consideration should cope with two large issues: first, the relation between learning and practice, or between academia and society, and second, the integrity of the learning process itself. We pride ourselves, or declare to ourselves, that we are a community of learning. But there is in our times a very, very serious question regarding the nature of that community. It has become urgently necessary to consider the relations between the studies—between, for example, the liberal arts and the liberal sciences—with a view to classifying their matters and manners of study. There may in fact be no relation at all, either of matter or method, but this in itself would be a beneficial finding, for liberal education now suffers not only from the pressures of society, from Establishment and Anti-establishment, but also from the tacit and unexamined divisiveness of specialization. Without the kind of inquiry into inquiry that I propose, we will, because we must, continue to drift apart, hiding in our various departments, absorbed in the charm or the vigor of our particular studies instead of groping for an articulation of the whole that we have arbitrarily cut up—that is, cut up for reasons no longer evident to any of us.

The central task of my proposed Committee on the Nature of Liberal Education would be to examine the gentle, tolerant anarchy of studies which now prevails and to consider the alternative, that there is a demonstrably interrelated cosmos of being and thought. On examination, it may turn out that, for example, science, poetry, and philosophy *are* utterly different, as it now appears they are to students and to many faculty. But the showing of this, in contrast to the prevailing *assumption* of it, would be most useful. Not the least of the benefits would be the only properly forceful, ie., reasonable, confrontation of the terrific privatization of experience now being pursued by some students. Education can prevent that, but only if it abandons the tacit relativism now incorporated in degree requirements and replaces it with a probing consideration of the connection between subjects and methods.

And





Top, net return in "brass" of '68–'69 debate teams was 38 trophies and 20-odd certificates. At left, the author.

MIDDLEBURY'S DEBATERS AND SPEAKERS, 1968–1969

VARSITY DEBATERS	NOVICE DEBATERS	INDIVIDUAL SPEAKERS
David Breen '69	Larry Bergreen '72	Ellen Donkin '71
Joseph Laboda '69	Abigail Delfausse '72	Diana Durham '72
Connie Britain '70	Barry Doggett '72	Nancy End '72
James Pratt '70	Naomi Hirayasu '72	Pamela Philipp '71
Micheline Fedyck '71	Frank Kruesi '72	Phil Pillsbury '71
Maggie Mahar '71	Andy Merdek '72	Marshall Webb '72
Mary Louise Phillips '71	Elliot Polebaum '72	
Dan Somers '71	Christina Sienicki '72	
	Judy Snyder '72	

in Conclusion . . .

Wry Reflections on a Debater's Life

By Micheline Fedyck '71

The alarm is screaming at you, "It's five o'clock, and it's *Friday* morning!" Twenty minutes later, suitcase in hand, filebox under arm, eyelids slowly opening, body and soul responding to the "crisp" Vermont air (somehow not *too* appealing at that hour), you trot down to Wright Theater and climb into a tiny red VW. In another five minutes you find yourself unceremoniously "squooshed" in the back seat between two other creatures in the same uncomfortable state and each of you begins to wonder, "What on earth am I doing here?" The name of this game is Intercollegiate Debate.

Eight-hour rides to Philadelphia are par for the course in this game. Yes, the feeling of being "squooshed" for eight hours in the back seat of a VW whose springs leave much to be desired—is not unusual for an avid Middlebury debater. Careening over superhighways and along winding country roads of New England and the Middle Atlantic states, you pray that *this* time you won't have a flat tire on a deserted road and that the engine will stay intact and that you won't find yourself surrounded by rush-hour traffic in the middle of Harvard Square, so that for once you will arrive with plenty of time to register and prepare for the tournament. Inevitably *something* goes wrong, and inevitably you end up jumping with five fellow debaters out of the VW as it screeches to a halt.

Grabbing your official-looking green fileboxes and large legal pads ("flow charts" to debaters), you all fly down the street looking like important government agents late for a top-secret meeting. Passers-by may turn and stare, but you are oblivious to appearances: arguments, plan attacks, rebuttals, and points of analysis are racing through your head as you desperately struggle to hold onto your filebox. You don't want to repeat the debacle of last year's tournament at CCNY—thousands of white file cards, each containing an important piece of evidence, fluttering away and borne by Manhattan gusts into the smog-filled skies.

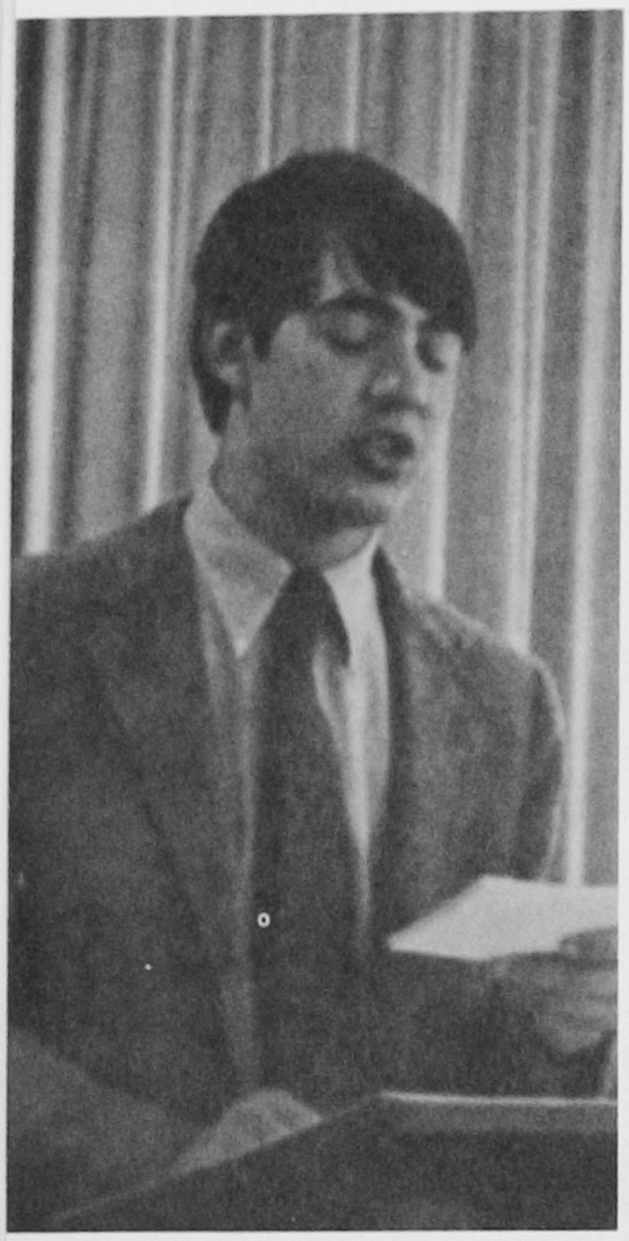
Two- and three-day jaunts to debate tournaments around the country necessarily involve social mingling in the nation's "debate circles"; few debaters consider the duty of perfunctory socializing with fellow debators nearly as amusing as the gossip and backknifing sessions which consume many an hour of the long ride back home.

Various characters in the debate "underworld" become familiar to a seasoned debater after three or four years, and even the most unassuming novice soon learns to avoid certain personalities. Typical debate conversations are larded with such remarks as "He lied through his teeth during the fourth round of the Tufts Tournament and the judge gave him the *win*!" and "We should have won *that* round but . . ." One soon learns, too, which judges for some unknown reason hate your very existence (or so you think!).

A debater also discovers the peculiar idiosyncracies of particular people he frequently opposes and debaters are soon marked by their supposed or real peculiarities. Team members can be heard whispering, "Oh, that's the girl who has a mouth like a 33-rpm record played at the 45 speed and who exults in "clawing" her opponents until she draws blood!" "Yeah, he's the priss with three rings sparkling on each finger, who keeps hopping around the podium on his tiptoes pointing and sneering at the opposition with a gleam of vengeance in his eyes." "*That* girl? She smiles every so sweetly at the judges and demurely flutters her eyelids during the pauses between her scathing attacks. . ." etc. etc. etc.

Word spreads quickly along the grapevine about which of the "formidables" and top-ten" are at the tournament. You carefully suppress a nervous twitch and feign a non-

Sophomore debaters Elliot Polebaum, Lowell, Mass., and Judy Snyder, Barrington, R.I.



Frank Kruesi, novice debater, won two 1sts and a 2nd in five meets last year; Pam Philipp, interpretive reader, entered 10 tournaments, won 10 awards.

chalant smile upon hearing from a member of another debate team in your home state the big scoop: Harvard has sent their "A" team to the competition. One of the loveliest feelings one can have at a tournament, aside from victory, is the pride and conceit welling up when one accidentally overhears two frightened debaters whispering behind you: "Did you hear? *Middlebury* is here!" "NO. Really? Well, we can forget about winning that round!" At least it's somewhat sweeter than walking into a room and being confronted with " 'Middlebury?' Oh, is that a girl's junior college in Connecticut?"

Needless to say, debate is a game of winning—"almost" and "if only" don't count. The knife of your argument must be sharp enough to cut your opponent to the quick and your nervousness must be concealed by a voice confident and calm enough to persuade the most skeptical judge. Regardless of which side you happen to be on (and most tournaments are "switch-side"), *you are right!* The truth rests in your hands and God is rooting for you from the sidelines. The other team has been tragically misled, and it is your Christian duty to reveal the true light to their eyes . . . and incidentally win the debate!

Debate can be a most cut-throat competition. You would never think that those lovely coeds dressed in their best outfits and those smart-looking Einsteins in their neat little suits could be so heartless, so ruthless in pursuit of victory!

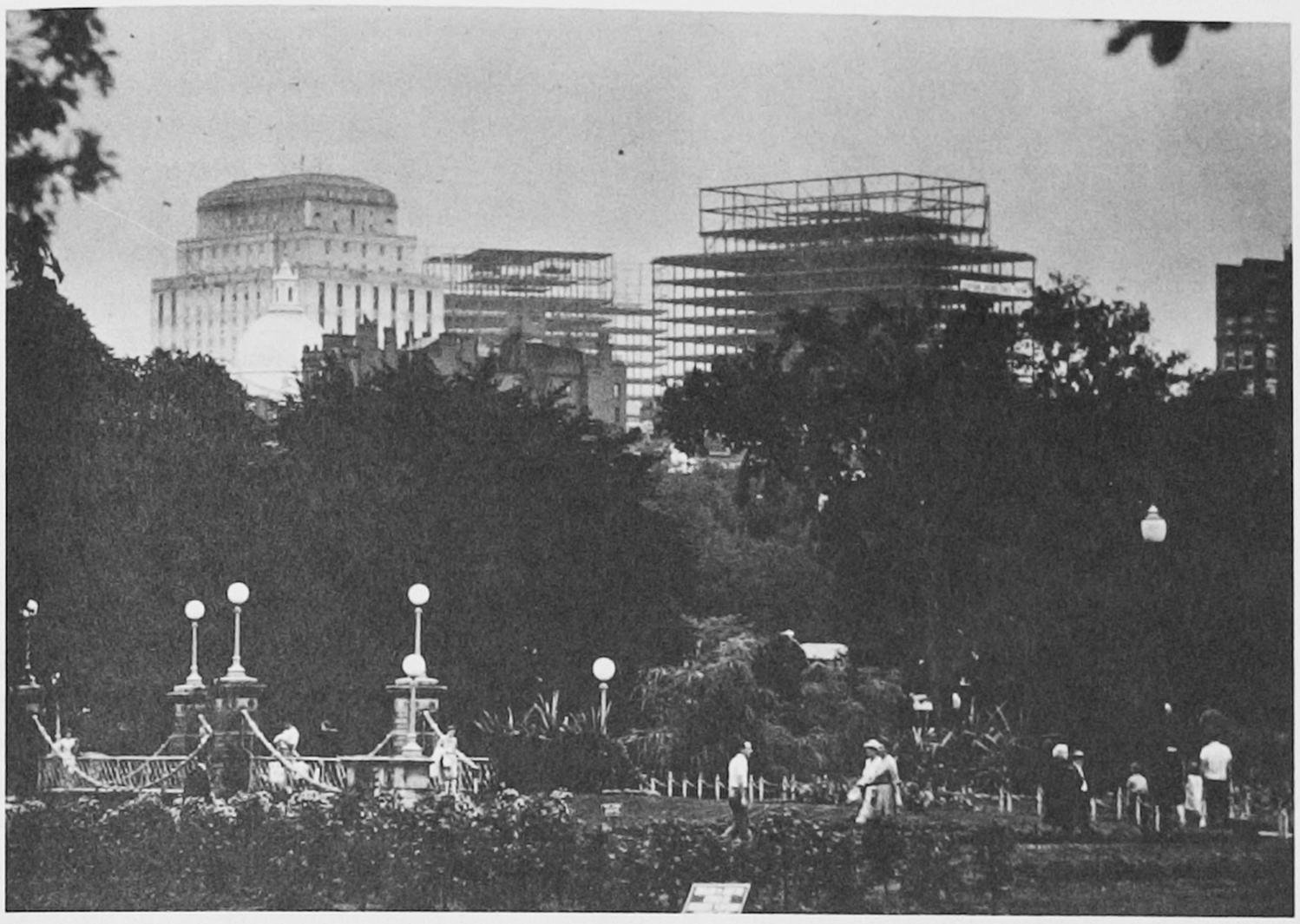
But debate, like any other "game" has its reward at the end . . . for some. In an auditorium filled with anxious and impatient debaters from all over the country, you sit quietly and wait. You feel the stillness of the air. There's such an intense pitch of anticipation that the slightest unexpected noise would lift half of those people five feet out of their seats: some of those horrible little wimps are biting their fingernails; some of those vicious females are demurely smoothing their hair in a desperate effort to conceal their nervousness; the judges are bent over their calculations trying to decipher their mathematical computations of the "power matches" and discover the winners. The tournament officials are scurrying around with piles of papers in their arms (the debate ballots, those priceless sheets!), barking at each other and creating more confusion than a coop of cackling chickens. You wait and wait. Shhhhh. The director of the tournament is climbing the steps of the stage. This is his big moment and he's taking his sweet time. He clears his throat and begins to go through the amenities of thanking you for attending the tournament. Is he never going to stop this mindless trivia? Finally he begins to announce the awards . . . starting with *fifth place!*

During the 1968–69 season, the varsity debate team participated in sixteen tournaments and compiled a record of 261 wins and 206 losses, for a win rating of 56%. The team won first place at the Bridgeport and Oswego tournaments, second at C.W. Post, and third at C.C.N.Y., Tufts, and the University of Rochester. One or more members of the Middlebury team received individual speaker awards at each of these tournaments. In addition, individual members of the team received awards at the Loyola of Chicago, Columbia, RPI, Brooklyn College, and Boston University tournaments.

The novice team participated in seven tournaments and had a record of 128 wins and 57 losses for a win rating of 70%. Some member of the nine-man novice team received individual recognition at every tournament entered. The team took first place at Emerson College and at the University of Massachusetts, and placed second at Southern Connecticut; two novice teams also took first and third at C.C.N.Y.

At the first two tournaments of the '69–'70 season, the novice team took a second at Wesleyan and the following week the varsity team took first place at Boston University.

In parallel with debate, an individual speaking program is rapidly developing at Middlebury. These speakers compete in original oratory, dramatic interpretation, and extemporaneous speaking events at intercollegiate debate tournaments. Middlebury's group attended six such tournaments last year; at each, several Middlebury speakers made the finals and of these finalists one placed either first or second in every event the team entered.



Open space in the city relieves the visual monotony of the "fixed" environment and reduces the pressures of the human environment. Boston Public Garden.

The Meaning of Open Space

By Alan Gussow '52

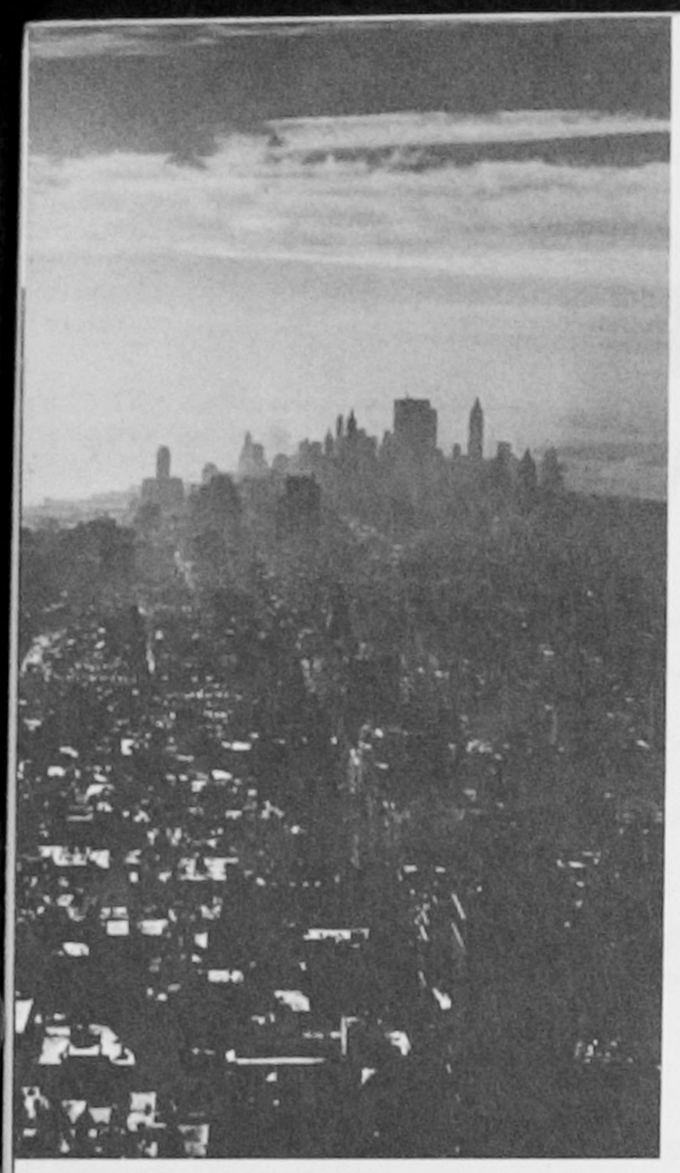
Nature editor J. B. Jackson describes the environment developing around us as "an existential landscape—without prototypes, devoted to change and mobility." He adds that "it may have vitality, but it is neither physically beautiful or socially just." Author J. B. Priestley describes its inhabitants as a "nomadmass" who have an indifference to the endless landscape of filling stations and cheap joints—places which "could only be patronized by people who were rejecting, or were apathetic to, any functional sense of organic resonance with their surroundings." But whether we are rejecting and apathetic in this existential landscape or whether we militantly attempt to change it, the first question is, Does its quality really matter to man?

The fact is that people *seem* to be infinitely adaptable. We know that Bushmen and Eskimos survive at extremes of earthbound environments. As a consequence of our more sophisticated technology, astronauts now live in what had once been thought an impossible human environment and man is about to extend his habitat beneath the seas.

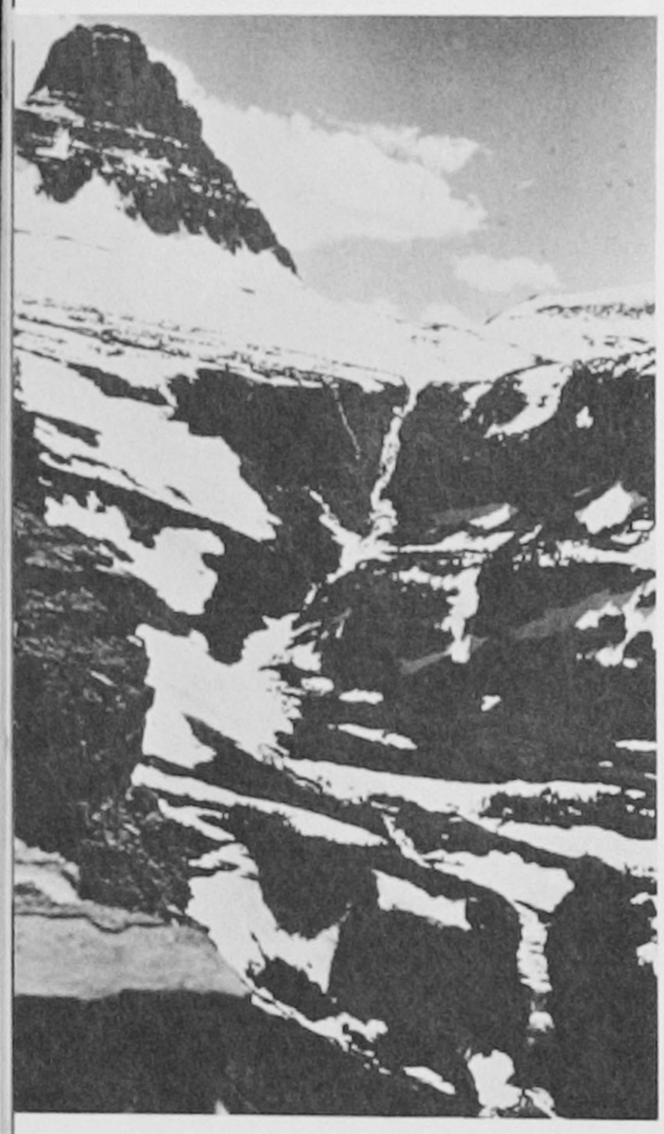
As conditions deteriorate in the cities, moreover, people show a remarkable ability to accept, almost fatalistically, what was once unacceptable. Many would question whether there *is* an ultimate limit beyond which the human organism cannot survive in the urban setting. The *favellas* of Rio or the hovels of Calcutta would seem about as far as we could go, yet people—at least some people—survive in them.

On the other hand we are beginning to discover that even when their obvious biological needs are fulfilled, other animals have their limits. We have read descriptions of minimal animal habitats and the effects of crowding which, among other things, diminishes the animal's sex life. For natural animals from elephants to eagles, there are environmental conditions that are beyond the adaptive capacity of the organism, and there are signs that man has already set in motion sequences which will push us past our own survival limits. If we are truly to appreciate the meaning of open space, we should

A Middlebury American Lit major who won a Prix de Rome in painting in 1953 and has since had 11 one-man shows, Alan resigned in 1968 after 12 years of teaching at Parsons School of Design to give full time to painting and to writing and lecturing on behalf of our besieged natural environment. After serving as first artist-in-residence to a National Park (Cape Cod National Seashore, 1968), he continues as consultant on the arts to the National Park Service. He is chairman of the Rockland County Committee on Natural Beauty and has testified before many congressional committees dealing with environmental issues; his testimony as expert witness in the federal case on the proposed Hudson River Expressway established criteria for evaluating scenic beauty. He cites "Arthur Healy's love of art and encouragement and "Doc" Cook's enthusiasm for the world of nature" as lasting influences.



A cacophony of sense impressions produces an overall pattern of monotony—and a feeling of spiritual deprivation.



Land yields an esthetic harvest, and like the burning bush can inspire without being consumed. Mt. Reynolds, Glacier National Park.

examine this existential landscape and the physical effects of the changes we are now making.

Here is a description of the human body's reaction to one aspect of its environment:

"Our muscles tense and we jerk. Our abdominal blood vessels contract to drive extra-rich blood to our muscles and this produces that feeling of the stomach turning over, and in an instant the liver releases stores of glucose fuel for the muscles which may have to fight or run. This internal upheaval if repeated again and again is exhausting physically and mentally, and can ultimately cause a nervous breakdown and then it is but a step to contracting one of the stress diseases . . ."

The cause of that reaction is a sudden, loud noise. Noise has already become another waste product of our technological proficiency. Yet Henning von Gierke, of the Air Force aerospace medical research laboratories says (in November, 1965), "Sonic booms are an environmental annoyance like pollution of water and air. Americans will have to live with them." (Unfortunately, he's serious.) As the task force on Environmental Health and Related Problems in the Department of Health, Education and Welfare said in June, 1967—and this sums it up—

"An individually acceptable amount of water pollution, added to a tolerable amount of air pollution, added to a bearable amount of noise and congestion, can produce a totally unacceptable health environment." Unacceptable and, I would add, an environment in which man may also become an endangered species.

Does this sound extreme? The honest answer is that we don't know whether it is or not. Man's dependence on his physical environment is such a complex affair that it is not at all adequately understood.

Man is an organism—a living, breathing, moving, growing, changing organism. We are liable to forget that every mind is supported by a body and forgetting may well produce an environment which, in failing to support our bodies, will fail to sustain our minds. The slum dweller, the migrant worker, the hippie, the suburbanite, and the jet-setter all draw breath, all respond to noise, all drink water, all walk the earth's surface: our thoughts and attitudes will vary, as will the range of our movements, but it is still this finite earth we occupy and it is still the same sun that warms us.

So when Jackson says that our existential landscape has "vitality," we can question whether that is the correct word. Our landscape may instead be depletive—physically destructive.

I have spoken of man's physical adaptability: what about our spiritual and emotional adaptability? What mental price are we being forced to pay for our body's seemingly infinite tolerance? Isabella Leitch, an English scientist, notes that it is often argued that there is no tougher adult than the survivor from the slums of our cities. The truth is, she points out, that even those fittest for such an environment—the survivors—are stunted, adapted only at a price to their hostile surroundings. Can we fail to wonder what price we pay in the stunting of our spirits for the slum we are making of our earth?

What can be the function in this increasingly inhumane environment, then, of open space? How much and what kind of space do people need?

When asked what to do with such open space, Teddy Roosevelt snapped "Let it alone." The marvel and wonder of nature is that it produces its greatest yield when it is left alone. And not only biological yield. For of equal importance, at least, natural space can enhance man's spiritual and emotional adaptability, thereby sustaining not just the species but the humaneness in the species. Ian McHarg writes: "Perhaps in the future, analysis of those factors which contribute to stress disease will induce inquiry into the values of privacy, shade, silence, the positive stimulus of natural materials, and the presence of comprehensible order, indeed, natural beauty. When young babies lack fondling and mother love, they sometimes succumb to moronity and death. The dramatic reversal of this pattern has followed simple maternal solicitude. Is the absence of nature—its trees, water, rocks and herbs, sun, moon, stars, and changing seasons—a

similar type of deprivation? The solicitude of nature, its essence if not its image, may be seen to be vital."

Land yields both an esthetic and an emotional and spiritual harvest—and it does so without being depleted. So accustomed are we to thinking of our natural resources in terms of consumption, that we forget that open space, like the biblical burning bush, can inspire without being consumed. As I walked the great Outer Beach of Cape Cod last fall, I was a spiritual consumer, taking all my mind could absorb, but leaving the pounding ocean unaffected and undiminished.

Yet the fact is that most of our people do not live in, or even near, our large, natural open spaces—for there is a worldwide clustering of people into cities. The 25 million acres occupied by the urban population in the United States, today, is less than 1.5 percent of the country's surface. Highways, railroads and airports take up another 27 million acres, not quite 3 percent of the face of America. Experts such as Hans Lansberg estimate that by the end of the century this might grow to 75 million acres or 4.5 percent. In Los Angeles, Barbara Ward estimated, 60 to 70 percent of the space is devoted to cars—streets, parking lots, freeways—and it is this kind of space to which most people are most of the time exposed.

For these people the open spaces "out there" are not enough. Is it a comfort to a slum dweller to know (if indeed he knows) that the Grand Canyon exists somewhere? I seriously doubt it, and it is his immediate neighborhood that exerts the strongest influence on how he feels and on what he is.

We are all products of our *places*. As food nourishes our body, our environment feeds our dreams. The houses we have lived in, the schools we have attended, the summer vacations, the warmth, light, mist, moods, and smells of all the places we have been combine in our minds to contribute to that unique organism which is each of us. And in the end, it is not the exotic and foreign or the occasional place that most affects us, it is the familiar, the daily, the random observations in our ordinary life that have most shaped our point of view.

Open space permits us a direct look into a system of which man is only a part. Beach at Truro.

What is the quality of life in the cities? Is it, as A. E. Parr suggests, monotonous, lacking visual interest and stimulus variation? Or is it, according to the more obvious notion, overstimulating? Which is the correct view—monotony and understimulation, or complexity and overstimulation to the point of stress? The answer is, I believe, that monotony and complexity exist side by side in the urban environment. Architecturally and in overall layout, cities lack stimulation value. Yet the overwhelming concentration of sounds, signs, and smells of human life which must be shut out if one is really to *attend* to anything are a source of stress.

Within such an environment there are many potential functions for open space. Within the cities natural open space can serve even a biological function: studies in Manhattan have shown that the oxygen level in the air above Central Park is higher than it is above the urban blocks on either side. But the major function of open space in the city is not to oxygenate the air but to relieve the visual monotony of the "fixed" environment and to reduce the pressures of the human environment.

Animal studies show that the more variable of two environments produces an adult that is perceptually and behaviorally more alert, flexible, and able to cope with change. By denying our urban (and increasingly our suburban) resident an environment varied by the presence of nature, we are reducing his capacity to cope with change. Cities are artifacts, conceived by the mind of man, built by man, lived in by man. The sounds and sequences of nature, however, are different. Nature offers another kind of order—not in-

Walking the Hudson River shore near Haverstraw with Senator Kennedy in 1965, the author takes a sample of polluted river water. Alan was chairman of the Citizens' Committee for the Hudson River which was pressing for federal participation in a Hudson River compact.

human, but definitely non-human. And even if one were to prefer to live in the city, the experience of another kind of order there would contribute to alertness and flexibility. Open space offers an opportunity for confrontation—for a direct look into a system of which man is only a part. Open space—natural open space—helps us to recall that all things affect each other. As we become ecologically aware, we inevitably become more humble, sensing that man is a part of nature—that we are indeed part of a vast chain.

Open spaces, whether natural or organized by man, can also provide another need—to be away from other men. Emerson has written, "Space exists to divide creatures." Overcrowded, lacking this space which can remove us from the stress (and press) of other bodies, we find our sanity threatened. Tranquility, calm, introspection—these are dangerous to seek on a city street and hard to come by in a suburban housing development. Open space can grant us the option of silence, a silence which may give us perspective on personal problems. "The man I meet with (in nature)," said Thoreau, "is not often so instructive as the silence he breaks."

Open space can also fulfill a social need. The great piazzas of Rome and Venice are glorious examples of social open space. When even the most jaded urbanites are given the chance to use such space—as when Tom Hoving closed Central Park to cars and invited in the bike riders—they will respond enthusiastically. A bike path, a city street closed to traffic and open for play—these are social, open spaces.

I have referred to ecological awareness—the ability to sense that man is one of many in a large and interrelated system. We know that we cannot function in isolation, that the environment we enter is affected by our presence. We know that there is harmony and balance in nature. We also know that provision for open space is essential on every level—biologically, emotionally, and spiritually. Does then "ecological awareness" describe the highest level of concern? I believe there is an understanding beyond the ecological. The word I use to describe it is "*ego*logical." By egological I imply recognition of the fact that man is the greatest geomorphic force the world has ever known. It is no longer adequate to say simply that we are a part of nature—no matter how necessary that realization may be. We are a part, yes, but we also define nature—we are at once inventorier, maker, changer, destroyer. "When we see land as a community to which we belong, we may begin to use it with love and respect," says Aldo Leopold. "That land is a community is the basic concept of ecology, but that land is to be loved and respected is an extension of ethics." The word "egology" connotes our ethical relationship to the world. While we cannot restructure or redirect all forces of nature, we do have the capacity to set in motion or to reverse processes in nature that can destroy the earth as a fit habitation. Those who work with the land, those who assist in the natural functioning of our world, must look beyond the question, "Is it technically feasible?" and as good egologists ask, "Is this act conducive to the highest good, the noblest use, of the environment?" Some say with scientific objectivity that we are denizens of a space capsule into which nothing enters but solar energy. But from the poet's perspective, Boris Pasternak has written, "Like a swallow we construct the world, an enormous nest, an agglomerate of earth and sky." The world is a nest which we have created and a nest in which we—all of us—live: a nest which we are fouling. The bird makes a nest by pressing his breast—his body—against it and forms his space. Perhaps what is needed today is an effort of our breasts, of our hearts, to form the space in which we live.

ALUMNI NEWS

MILESTONES

Births

CLASS	PARENTS	BABY	
1952, '53	Jeanne Parker Cahill '52 and William Cahill '53	Timothy James	Nov. 18, 1969
1955	Mary Jean Sassone Calcagni '55 and Joseph Calcagni	Mateo Giovanni	Oct. 18, 1968
	Gail Howard Flanagan '55 and William Flanagan	Jennifer and Rebecca	Sept. 25, 1969
1956	Leigh Updyke Johnson '56 and Charles Johnson	Douglas Arthur	Sept. 19, 1969
1958	Kelsey and Richardson Miner '58	Robin Woodward	Sept. 24, 1969
	Carol Waldorf Lohr '58 and Jerome Lohr	Lawrence Tracy	July 29, 1969
	Rita and Joseph McDonough '58	Timothy Andrew	Sept. 16, 1969
1959	Granthia Lavery Preston '59 and Frederic Preston	Lynelle Hoskins	May 17, 1969
1959	Cynthia Hall Marshall '59 and David Marshall	Breck Turner	July 4, 1967
	Polly Philbrick Ray '60 and Robert Ray '59	William Whitney	April 1969
1960	Gretchen Augat Reilly '60 and Richard Reilly	Sean Augat	Oct. 3, 1969
	Susan and Ross Herrick '60	Amy Elisabeth	Oct. 25, 1969
1963	Anna Panayoutou Schreiber '63 and Phillipe Schreiber	Adriane Mane	June 19, 1969
	Mr. and Mrs. Edwin Adams	Kaye	July 14, 1969
1964	Linda Anderson Meehan '64 and Dennis Meehan '64	Dennis, Jr.	Nov. 29, 1968
	Susan Easton Hanson '64 and Perry Hanson '64	Erik	June 16, 1969
	Jean Blanchette St.Clair '64 and Joseph St.Clair	Joseph Peter	Sept. 29, 1969
	Jill and Stuart Bacon '64	Cricket Robinson	Nov. 2, 1969
1965	Christine Thierfelder Roach '65 and James Roach	Keith James	July 5, 1967
	Nancy Sherman Walker '65 and John Walker '65	Peter	Dec. 22, 1968
	Sally Brinkman Blaser '65 and Britt Blaser	Brian Lee	Mar. 10, 1969
	Maris Swan Humphreys '65 and Keith Humphreys	Lesley Louise	July 17, 1969
	Jane Stafford Frenkel '65 and Peter Frenkel	Kelley Jane	May 29, 1969
	Lynne Stauffer Allen '65 and Donald Allen	Peter Lynn	Aug. 23, 1969
	Jane and Lawrence Mack '65	Timothy Stephen and Daniel John	July 7, 1969
1965, '66	Nancy Cushman Lund '66 and Donald Lund '65	Jillian Elizabeth	Aug. 25, 1969
1967	Lynn Long Henry '67 and Frederick Henry	Sarah Elizabeth	Sept. 11, 1969
1969	Ann Barker Olson '69 and Alan Olson	William Thomas	Oct. 4, 1969

Marriages

CLASS	NAMES AND NEW ADDRESS	DATE
1948	Charles Whaley and Barbara Smith '48	Oct. 12, 1968
1952	Dean Frisbie and Florence Wells '52, Buckelew House, 155 Jackson St., San Francisco, Calif. 94111	Oct. 18, 1969
	Kevin Pianfetti and Alice Thor Liebmann '52, 367 Shea Dr., New Milford, N. J. 07646	Feb. 16, 1968
1954, '56	Robert Ringer '54 and Theodora Martin Newell '56, Box 786, Eastham, Mass. 02642	July 26, 1969
1956	Dr. William Dowling and Dianne Holland '56	Nov. 7, 1969
1957	Roger Wilson '57 and Susan Schwartz	Aug. 16, 1969
	Joseph Monachelli and Carolyn Hitchcock Gerber '57, 211 Cherry Hill Dr., Bridgeport, Conn. 06606	June 28, 1969
1959	Robert Spalding and Evelyn Hill '59, 78 Pearl St., Watertown, Mass. 02172	Oct. 19, 1969
1960	Nicholas Gorham '60 and Anne Wallace Watkins	Sept. 27, 1969
1962	Richard Cole and Lucy Beckley '62	Mar. 8, 1969
	Benjamin Rosin '62 and Barbara Lederer	Oct. 25, 1969
	Mr. Klebl and Susan Earl '62, c/o McKinsey and Co., Konigsallee 98, 4 Düsseldorf, Germany	
1962, '67	James Shattuck '62 and Carol Holmes '67	Sept. 27, 1969
1963	Bruce Falt and Sigrid Roggenkamp '63, 215 Ewing St., Princeton, N. J. 08540	May 24, 1969
	Roger Westcott '63 and Rosalie Collins	Sept. 1, 1969
	Allen Scheaf '63 and Lauree Roberg	Aug. 23, 1969
	August Zinsser '63 and Sibylla Graeser	Sept. 20, 1969
1964	Donald Freeman '64 and Diane Reeves	Aug. 14, 1969
	Robert Law and Deborah Gillette '64	Oct. 4, 1969
	Ritchie Smith and Janet Sayers '64	Nov. 16, 1969
1965	Neil Eklund and Virginia Rouleau '65, 903 Weeks Ave., S. E., Minneapolis, Minn. 55414	Aug. 9, 1969
	William Beers and Deborah Witherspoon '65, 542 E. 79th St., New York, N. Y. 10021	July 12, 1969
	Jeffrey Alderman '65 and Joanne Childs	Sept. 6, 1969
	James Peters and Penelope Child '65	Sept. 27, 1969
	Walter Nichols and Susan Tompkins '65, 377 No. Broadway, Yonkers, N. Y. 10701	Oct. 11, 1969
	Antonio Tatis and Rita Rousseau '65, 1821 No. Rhodes St., Apt. 267, Arlington, Va. 22204	
	Nicholas Whittemore '65 and Susanna Adams	Oct. 1969
1966	Ronald Palumbo and Brenda Booth '66	May 24, 1969

	Gerard Michaud '66 and Marguerite Edwards	Sept. 20, 1969
	Robert Sampson and Catherine Zawistoski '66, 18 Keane St., Revere, Mass. 02151	Oct. 11, 1969
1967	Robert Montgomery and Diane Martin '67, 16 Hereford St., Boston, Mass. 02115	Oct. 4, 1969
	Robert Mohr and Susan Stafford '67, 56 Aldine St., Rochester, N. Y. 14619	Nov. 15, 1969
	Arthur Porter, Jr. and Cheryl Jillson Kittell '67, 324 Chestnut Hill Ave., Apt. 1, Brighton, Mass. 02135	
1967, '68	David Haythe '67 and Marin Gifford '68	July 1, 1967
	William Wetherill '67 and Joan Crittenden	Aug 16, 1969
1968	Peter Martin '68 and Helen Mountain '68, 2 Fifth Ave., Charlotte, Amalie, St. Thomas, Virgin Islands	Aug. 23, 1969
	Robert Phelps '68 and Charlotte Hosmer, Caverly Apt. 8, Old Landing Rd., Durham, N. H. 03824	Sept. 6, 1969
	Francis Kinney and Roberta Upson '68, 98 W. Broad St., Hopewell, N. J. 08525	Sept. 6, 1969
	John Russell and Barbara Faelten '68, Apt. 2-D, Holly Hill Apts., 224 Oakley Dr., Columbus, Ga. 31906	Nov. 8, 1969
	Robert Kelman '68 and Jamie Johnson 69	July 19, 1969
1968, '69	John Kruesi '68 and Barbara Brennan '69	Sept. 27, 1969
1968, '69	Robert Deitz '68 and Patricia Warzel '69, 2-B Point Breeze Dr., Bordentown, N. J. 08505	July 12, 1969
1968, '70	Roger Egan '68 and Mary Janss '70	Sept. 1, 1969
1969	David Anderson and Patricia Cross '69	June 14, 1969
	Peter Degree '69 and Gail Schweitzer	Aug. 23, 1969
	Arthur Toback and Patricia Kruse '69, 815 Thayer Ave., Apt. 734, Silver Spring, Md. 20910	May 30, 1969
	Theodore Gage '69 and Barbara Booth '69	
	Vinton Vesta and Jane Elliott '69	June 8, 1968
	Robert Orchard '69 and Pamela Pritchard '69, 1044 Campbell Ave., Apt. 3-A, West Haven, Conn. 06516	Sept. 6, 1969
	John McMahon '69 and Mary Gregg	June 14, 1969
	Frank Allen and Cynthia Lavender '69, Box 1229, Portsmouth, N. H. 03801	Nov. 1, 1969
	Brent Babson and Patricia Provoncha '69, 140 Third St., Encinitas, Calif. 92024	Oct. 21, 1968
1969, '70	Charles Frank '69 and Almita Salsamandi '70, 344 W. 87th St., Apt. 1-R, New York, N. Y. 10024	Summer, 1969
	Joel Klein '69 and Helena Brisman '70, Bei Familie Leopold Kenk, 7801 Wittnau (Bei Freiburg in B.R.) Haus 28-A, West Germany	Sept. 1, 1969
	Brian Bull and Arlethia Diamond '69, 206 College St., Burlington, Vt. 05401	Aug. 23, 1969

Deaths

1900 *Beatrice K. Taft*, 90, died this past year. Before her retirement she was for many years a secretary to the vice president and manager of the J. F. McElwain Shoe Company, and later was district manager of Caltex Sportswear in Los Angeles. Miss Taft was a member of Alpha Chi.

1905 Word has been received of the death of *Bessie Freeto Snyder* (Mrs. Henry F.) on Nov. 12, 1967. After graduation she taught in Northfield, Mass., and Churchville, N. Y., until her marriage in 1911. Mrs. Snyder was a member of Alpha Chi.

1908 *Ivan E. Winslow*, 81, died in San Gabriel, Calif., on Jan. 5, 1969. After graduation he was assistant superintendent of the Asbestos Wood Company of Nashua, N. H., office manager with Rosenfield Brothers and Co. in Chicago, purchasing agent with Master Trucks of Chicago, and in 1924 became general manager of the Master Motor Truck Service of Chicago. In 1917 he married Alice A. Shumard and they had two sons, Ivan and Horace. Mr. Winslow was a member of Chi Psi.

1909 *Gideon R. Norton*, 86, died Oct. 4 following a long illness. For many years, until his retirement in 1949, he was an accountant in the Titanium Division of the National Lead Company. Survivors are his wife, the former Eva Russell, a daughter, Mrs. William Newell (Charlotte), two sons, Russell '38 and Don. Mr. Norton was one of the founding members of Kappa Delta Rho.

1910 Word has been received of the death of *Luella M. Adams*, 80, last spring in Springfield, Vt. Miss Adams attended Middlebury for a year and then transferred to Mt. Holyoke College where she received her degree in 1910. She had taught in high schools in Cornwall, N. Y., Terryville, Conn., and Newport and Springfield, Vt.

1912 *Mary Bresnehan Carey* (Mrs. Mitchel), 79, died Nov. 3 in Ludlow, Vt. Following her graduation she taught in Vergennes and Montpelier, Vt. High Schools and was then assistant supervisor of junior and senior high schools for the state of Vermont until her marriage in 1922. Survivors are a son, Dr. Mitchell Carey, and two daughters, Mrs. Anne Glover and Mrs. Patricia Garrity. Mrs. Carey was a member of Phi Beta Kappa.

1913 *George E. Parker*, 79, died June 20 in California. Mr. Parker had worked in insurance all of his life and was for many years a claims supervisor with the Aetna Life Insurance Company and affiliated companies in San Francisco. During World War I he was a master sergeant with the Army Medical Corps. Mr. Parker was a member of Alpha Sigma Phi.

1915 *Harry W. Burns*, 78, died last spring. After attending Middlebury for a year, he transferred to Holy Cross and later went to Baltimore Dental School where he was awarded a degree in 1916. Dr. Burns practiced in Middlebury for a year and then served with the Dental Corps during World War I. For three years following the war he was a surgeon in charge of the dental clinic at the U. S. Veterans Hospital in Chicago. In 1923 he established a private practice in dentistry in Atlanta, Ill.

1917 *Helen Cussons Grant* (Mrs. George), 72, died Aug. 24 at the Salem Nursing home in Woodstown, N. J. For a year, before her marriage in 1918, she taught in the Guilford (Conn.) High School. Survivors are her husband, George '17, a daughter, Mrs. Margaret Gonzalez, and two sons, Robert and Phillip. Mrs. Grant was a member of Phi Beta Kappa and Delta Delta Delta.

1918 *Irving W. Eastman*, 74, died Sept. 1 at the Rutland (Vt.) Hospital following a long illness. In 1955 he came to Whiting, Vt. to live after thirty-five years as an executive with the American Telephone and Telegraph Company in New York and Ohio. Mr. Eastman had been active in politics since moving to Vermont, serving from 1959–1962 in the Vermont House and as chairman of the House Appropriations Committee in 1962. From 1963 to 1966 he served as State senator for Addison County. He had also been a member of the Republican State Committee. During World War I he served in the Navy. Survivors are his wife, the former Christine Webster '18, two sons, Robert and Irving W., Jr. Mr. Eastman was a member of Chi Psi.

1922 *Ruth E. Coolidge*, 69, died Aug. 30 in Burlington, Vt. She had taught in Walpole (N. Y.) High School and Bellows Falls (Vt.) High School until 1931 when she became dean of girls in the Jackson (Mich.) High School, a position she held for thirty-four years. She had studied at the University of Pennsylvania and earned a degree at Columbia in 1931. Miss Coolidge was a member of Kappa Kappa Gamma.

1928 *William T. Hall, Jr.*, 64, died Sept. 2 in Chatham, Mass., where he had made his home since his retirement in 1968. For many years he was advertising manager and vice president of the *Daily Bond Buyer* in New York City. He retired from the Blue List Publishing Company as advertising manager in July of 1968. Survivors are his wife, the former Helen Meyer, and three daughters, Frances '57, Mrs. Paul Godby and Mrs. James Veccia. Mr. Hall was a member of Delta Upsilon.

Harriette Wood Peck (Mrs. Emerson H.) died unexpectedly on Oct. 31 in Watertown, New York. She attended Middlebury in 1924–1926 and was a member of Delta Delta Delta. She is survived by her husband, Emerson Peck.

1933 *Stephen C. Hoyle*, 58, died May 17 following a heart attack. After graduation he became a salesman with Joseph Hoyle, Inc., mill suppliers, and for the past several years has been in charge of the company. Survivors are his wife, the former Frances Sargent '34, two sons, Stephen C., Jr. and Albert S. and two daughters, Mrs. James Rice and Mrs. David Dartrys. Mr. Hoyle was a member of Kappa Delta Rho.

1937 *Miriam Hodges Doak* (Mrs. Leonard), 54, died of a stroke on Sept. 25. She was a registered nurse and had served as nurse in the Red Wing (Minn.) Schools, a visiting nurse in Evanston, Ill., and from 1945–46 in the Army Nursing Corps. She is survived by her husband and two daughters, Catherine and Elizabeth. Mrs. Doak was a member of Kappa Kappa Gamma.

1950 *Lois Pattison Butterfield* (Mrs. Albert) died August 9 following a long illness. She is survived by her husband, Albert '50, and a daughter, Susan. Mrs. Butterfield was a member of Alpha Xi Delta.

1955 Word has been received of the death of *Harvey W. Root*. After graduating from Middlebury, Mr. Root worked as office manager and salesman for the John M. Kirk Company and later as a salesman with the Stalwart Rubber Company in New Jersey. In 1962 he joined the teaching staff at Eastern Military Academy in Huntington, N. Y. Mr. Root was a member of Sigma Phi Epsilon.

Representing Middlebury

Alumni of Middlebury have represented the President of the College at the following inaugurations: Kenneth A. Nourse '52 *at the inauguration of George W. Hazzard as president of Worcester Polytechnic Institute;* Dr. William W. Hussey '59 *at the inauguration of Thomas A. Bartlett as president of Colgate University;* Dr. Ronald F. Kingsley '54 *at the inauguration of Joel P. Smith as president of Denison University; and* The Rev. John W. Ackerman '55 *at the inauguration of Clarence C. Walton as president of Catholic University of America.*

ALUMNI ASSOCIATION PRESENTS

Candidates for Alumni Trustee

The constitution of the newly formed Middlebury Alumni Association states that "there shall be six trustees nominated by the Alumni Body, to be known as Alumni Trustees." There are at present five Alumni Trustees, four men and one woman. A second alumna and sixth Alumni Trustee is to be elected this Spring.

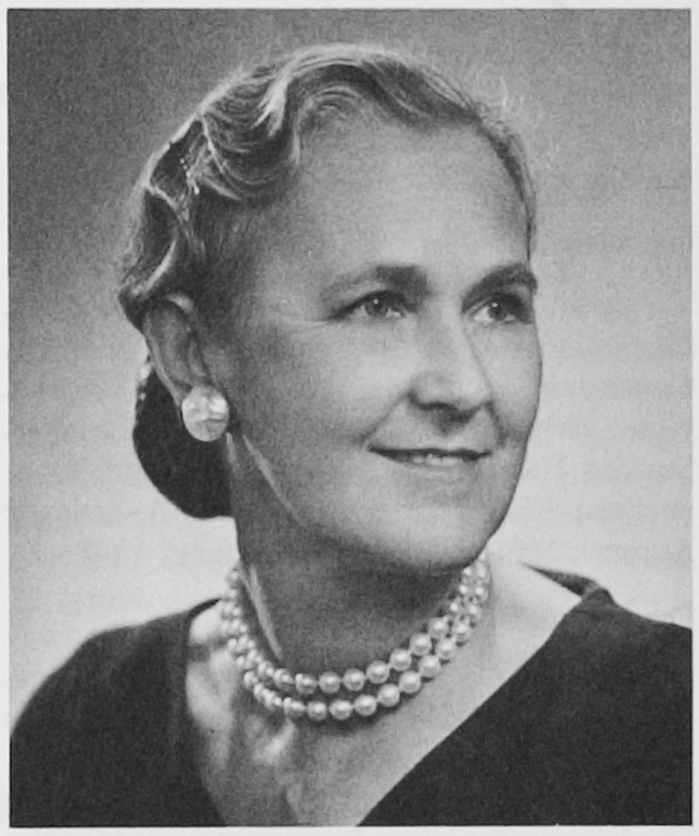
In this year of transition from two alumni organizations to one, the Alumni and Alumnae Councils empowered their respective Executive Committees to nominate two alumnae as candidates for Alumni Trustee. Photographs and a brief biography of each appear below. Balloting will be conducted by mail in March 1970.

BARBARA WISHART ERICKSON '36

A.B. Middlebury (Cum Laude). Teacher of Latin at Windsor (Vt.) High School, 1936–37; teacher at Hartford (Conn.) High School, 1937–38; teacher and Assistant Director of the Chaffee School of the Loomis Institute in Windsor, Conn.; named Director of the Chaffee School in 1955 and Trustee Ex-Officio of the Loomis Institute in 1962, and continues to hold these posts. Active member of the Alumnae Association and of the Middlebury Alumnae Club of Hartford; has served as class secretary, class fund chairman, and as chairman of the Hartford region for the Middlebury College Challenge Fund. Awarded an Honorary Degree by Middlebury College in June 1969. Phi Beta Kappa. Address: The Chaffee School, Windsor, Connecticut 06095

JANE LAUX HOLT '46

A.B. Middlebury (Cum Laude); graduate study, New York University Graduate School of Business. Securities Research Department, Merrill Lynch, Pierce, Fenner & Bean, 1946–49; securities analyst, E. F. Hutton & Co., 1949–54, Brown Brothers, Harriman & Co., 1954–55, A. G. Becker & Co., 1955; appointed vice president, A. G. Becker & Co., 1965; vice president, Walter B. Delafield & Co., Inc., 1966–67; vice president and stockholder, A. G. Becker & Co., 1968–. Director and past president, New York Society of Security Analysts; former director, New York Institute of Finance. National vice chairman, Middlebury College Challenge Fund. Phi Beta Kappa. Address: Two Fifth Avenue, New York, N. Y. 10011.



Barbara Wishart Erickson '36

Jane Laux Holt '46

Alumni Association to Elect New Officers

The Nominating Committees of the Associated Alumni and of the Alumnae Association present the following slate of six officers to be elected in Spring 1970 by the newly formed Middlebury Alumni Association:

For President

Mrs. Donald W. Jeffries (Paula Knight '45). Address: 3104 Q Street N. W., Washington, D. C. 10007. Vice President, Boston Middlebury Alumnae Association, 1948–50; president, Boston Middlebury Alumnae Association, 1950–52; Class Secretary, 1955; founder and president, Washington (D. C.) Alumnae Club; delegate at large, national Middlebury Alumnae Association, 1955–57; president, national Alumnae Association, 1967–69.

For Vice President

John F. Bates '41. Address: 4 Brook Drive, Simsbury, Conn. 06070. Vice President, Consumer Divisions, the Stanley Works, New Britain, Conn.; General Manager, Stanley Hardware Division. President, Connecticut-Rhode Island Division, Associated Alumni, 1966–68. Class Secretary, 1967–.

For Directors

Robert E. Cleary '50. Address: 138 Mansfield Avenue, Darien, Conn. 06820. Vice President and Stockholder, Merrill Lynch, Pierce, Fenner & Smith Inc. Special Gifts Chairman, Greater Boston Area, Middlebury Challenge Fund; Class Agent, 1962–69; Co-chairman, Alumni Fund, 1963–65; member of Admissions and Athletics Committee of the Alumni Council.

Kenneth A. Nourse '52. Address: 66 Donald Avenue, Holden, Mass. 01520. Associate Dean of Student Affairs and Director of Admissions, Worcester Polytechnic Institute; President, New England Association of College Admission Counselors; Board of Directors of Worcester County American Personnel Guidance Association; President, Massachusetts District, Associated Alumni, 1969–.

Susan D. Shattuck '69. Address: Ecole Champlain, Ferrisburg, Vt. 05456. Research Assistant, Chittenden County Regional Planning Commission, Burlington, Vt.; Women's Judicial Board; Sophomore Guide; Junior Counselor; House Director; one of four students who served on President Armstrong's Commission on Student Life, 1967–68.

Mrs. Phillips G. Terhune, Jr. (Carol Van Duyn '57). Address: 8 Echo Drive, Darien, Conn. 05753. Class Secretary, 1967–. Delegate at Large, Middlebury Alumnae Association, 1969–.

According to Article VII, Section 1 of the Constitution of the Middlebury Alumni Association, "Additional nominations may also be made by petition, such petition to be signed by any 25 members and filed with the Secretary of the Association by April first. Such petition must be accompanied by the written permission of the candidate."

The Alumni Go Coed

The second oldest alumni organization in the country became one of the youngest in October when the Alumnae Association and the Associated Alumni voted to join forces and form the new Middlebury Alumni Association.

Although the College has been coeducational for over half of its 170 years, its alumni and alumni have maintained two separate and segregated organizations. This anachronism at Middlebury, unique among similar coed colleges in the country, has resulted from several quirks in the history of the College.

In 1824, a group of alumni met at Middlebury to form the Associated Alumni of Middlebury College. At that time, the only other formal alumni organization in the country was Harvard's. The Middlebury men had a specific purpose in mind at the beginning: to augment the College museum's collection of geological specimens. In a short time, they expanded their interests and drew up a constitution pledging themselves to "revive the pleasing recollections of academic life—to cherish a laudable zeal for the advancement of literature and science and particularly for the prosperity of our Alma Mater. . . ."

History does not record how many rocks were collected nor how laudable a zeal was cherished but it does record that the Associated Alumni were a strong force in the decision of the President and Board of Trustees to admit two young ladies to Middlebury College in 1883. Probably neighbor Emma Hart Willard's early pioneering for higher education for women had some influence on this decision; probably, too, the alarming decline in the enrollment of men could no longer be ignored.

By 1911, nearly 300 women had attended Middlebury, and they were awarded degrees in equal numbers to the men at Commencement that year. They were eligible for membership in the Associated Alumni and its regional associations, and one or two held offices. In 1912, when the College was to graduate more women than men and to award the first *Summa Cum Laude* honors to a woman, President John M. Thomas asked the women to form a separate alumnae organization.

From a time when women's suffrage was as great an issue as parietal hours are today, the Alumnae Association grew and flourished, but remained a distinctly separate organization until this year. A persistent ambivalence concerning the relationship of women undergraduates to their College prolonged the separation for many years. Although the issue of suffrage in class elections emerged barely ten weeks after the first women were admitted, nine years were to pass before the Corporation officially requested authorization from the State of Vermont to establish for women "an adjacent branch" of Middlebury College. By 1909, when Joseph Battell donated land for the "women's campus," separate chapel services and classroom recitations for men and women were the rule.

The concept of two separate Colleges was considered again in 1918, and two years later the Trustees thought seriously of deeding the entire women's campus and its facilities to the state for a" Vermont State Teachers College." Within six months, however, the Corporation had voted to "lay on the table for the present the proposal for further action relating to an affiliated college."

The affiliated college apparently remained on the table until 1931, when "the Women's College at Middlebury" was officially recognized and so designated. This was later changed to "the Women's College of Middlebury." Elaborate plans to build a new and separate campus for this Women's College were announced in 1935. There were to be four dormitories housing 500 women, three classroom buildings, a gymnasium, library, dean's residence, music hall, chapel, and art museum.

As a functional reality, the Women's College never quite materialized except on paper, or, in the case of the women's diplomas, on sheepskin: Forest Hall was the only

building to be constructed from the architect's plans.

In 1948 the last diplomas were granted by the Women's College and references to that school were deleted from College publications and documents. Sporadic attempts since then to create a single alumni organization gathered momentum in November 1967, when a committee of representatives from both the Alumni and Alumnae Councils held the first of a series of meetings to discuss and write a joint constitution. Two drafts of a new constitution were submitted to the two Councils for suggestions before a final draft was voted on and accepted, according to provisions in their existing constitutions, by the Alumnae Association and the Alumni Council.

Membership in the Alumni Association includes all former students who have attended the College for at least one academic year, and whose names and addresses are on file at the Alumni Office. Officers of the Association are to be elected at the Alumni Council meeting to be held on May 30, 1970 in Middlebury. All members of the Association are welcomed to attend.

—Janet Diaz

CLASS NOTES

15

Dr. Elbert C. Cole, Sec.
2 Chipman Park
Middlebury, Vt. 05753
Marjory Wright Upson, Sec.
Box 108
Middlebury, Vt. 05753

Mr. and Mrs. H. Wright Caswell (*Ginevra Harlow*) celebrated their fiftieth wedding anniversary on Oct. 8 at a family dinner party at the Montpelier Tavern. Their four children, John, *Richard '48*, *Henry '49* and *Mary '46* (Mrs. Albert Ingalls) were present. The Caswells are living on Towne St., RD 1, Montpelier, Vt. 05602.

21

William Meacham, Sec.
Ripton, Vt. 05766
Ruth Ashworth Wright, Sec.
R. F. D. 2
Middlebury, Vt. 05753

Raymond Noonan, chairman of R. S. Noonan, Inc. of York, Pa., has been nominated treasurer of the Associated General Contractors of America.

26

E. Carleton Moore, Sec.
1694 W. Glendale Ave., Apt. 563
Phoenix, Ariz. 85021
Ruth Mehuron McGill, Sec.
Box 64
Waitsfield, Vt. 05673

Lt. Col. John Wilson has retired as associate professor of economics at California State Polytechnic College; his address: PO Box 251, Gualala, Calif. 95445.

27

Edna Graham Hinds, Sec.
255 Main St.
Binghamton, N. Y. 13905

Lucille Norton Grimes (Mrs. John), medical technologist, is teaching supervisor at the Meriden-Wallingford Hospital. The hospital is offering a new educational program for training medical laboratory assistants. The 12-month course is offered to high school graduates with ability and interest in science and mathematics. Through classroom instruction and on-the-job training, the students will learn to perform routine tests in the laboratory.

28

John B. Walker, Sec.
61 Dent Rd., Great Kills
Staten Island, N. Y. 10308
Miriam Sweet Coombs, Sec.
13 Highland St.
West Concord, Mass. 01781

Florence Lockerby, formerly editor-staff writer with the Cooperative Educational Research Laboratory of Northfield, Ill., is now manuscript editor in the Publication Department at the University of Illinois; her address: 1130 So. Michigan Ave., Apt. 2201, Chicago, 60605. The *Rev. Roger Cleveland* is pastor of St. Mary's Congregational Church in Devizes, England; his address: The Manse, 32 Nursteed Rd., Devizes, Wilts.

29

Thad R. Jackson, Sec.
9 Park St.
Hopedale, Mass. 01747
Lara Wheaton Prescott, Sec.
Dudley Hill
Dudley, Mass. 05172

Dr. Raymond Saulnier, professor of economics at Columbia University and former chairman of the President's Council on Economics, has been named chairman of the 14-member task force on low-income housing by President Nixon. His group will review what the public and private sectors are now doing in the field of low-income housing and recommend measures to increase substantially the number of dwelling units available to low-income families.

31

Philander Bates, Sec.
S. D. Warren Co.
18 Oliver St.
Boston, Mass. 02110

Nathalie Lewis Brink, Sec.
1416 Wilson Ave.
Chambersburg, Pa. 17201
Kenneth Parker became director of development for the Appalachian Mountain Club of Boston, in October.

32

Charles P. Bailey, Sec.
729 St. Marks Ave.
Westfield, N. J. 07090
Frances Gale Dulac, Sec.
1447 Dean St.
Schenectady, N. Y. 12309
Thomas Miner has been promoted to assistant professor of physics education at Yeshiva University. Before joining the faculty at Yeshiva in 1966 Mr. Miner taught in public schools, was on the summer faculty at State Teachers College of New York at Albany, taught at Adelphi University, and was an instructor at Airborne Instruments Laboratory. He is co-author of a text book, *Physics for High School.* He was chosen Science Teacher of the Year by the Nassau County Chapter of the Society of Professional Engineers in 1961; received the Distinguished Service Citation from the American Association of Physics Teachers in 1962; and won the Teacher Recognition Award, given by the American Association of Physics Teachers in 1964.

33

Richard D. Roberts, Sec.
Box 161
Litchfield, Conn. 06759
Bertha McKenzie Hammer, Sec.
206–15 26th Ave.
Bayside, N. Y. 11360
Harold Thayer has retired as teacher of mathematics at Easthampton (N. Y.) High School; his address: c/o J. L. Hyett, RD 1, Whitehall, N.Y. 12887. *William McDonough* has retired as principal of Newburgh Free Academy and is now Director of Placement and Freshmen at Mount St. Mary College in Newburgh, N.Y.

34

Dr. Curtiss B. Hickcox, Sec.
30 Rosedale Rd.
West Hartford, Conn. 06107
Marion Day Ellison, Sec.
Dunham Ave.
Canton, Conn. 06019
Douglas Howie has been advanced to property and commercial multi-peril underwriting manager for the Eastern regional department of The Hanover Insurance Company. Mr. Howie was formerly agency superintendent of the fire and multi-peril department of the Eastern region. *Matilda Romeo Salamone* (Mrs. Salvatore) has been promoted to associate professor of Romance Languages at Dowling College (formerly Adelphi Suffolk College). Mrs. Salvatore has taught at Lawrence University in Wisconsin, Hunter College, and Hofstra University; she has been chief of the foreign language translation unit in a federal censorship office during World War II, and a teacher of English in Puerto Rico and Rome under various grants. She is listed in "Who's Who of American Women."

35

William A. Hunter, Sec.
730 Lawrence Rd.
Bound Brook, N. J. 08805
Dorothy Williams Powell, Sec.
24 Forest Hill Dr.
Nashua, N. H. 03060
Gertrude Knight Cleverdon (Mrs. David) is now living in Summerville, S. C., to which her husband was recently transferred, and she is working as a school librarian at the Spann Elementary School.

37

Randall W. Hoffmann, Sec.
2023 Hendricks Ave.
Bellmore, N. Y. 11710
Isabel Ingham Baumgartner, Sec.
1913 E. Sevier Ave.
Kingsport, Tenn. 37664
The *Rev. Loring Chase* was elected president of the United Church Board for World Ministries at the annual meeting of the mission board in November. Mr. Chase is minister of Westmoreland Congregational Church in Washington, D.C., and has been a vice president of the Board since 1967.

40

James A. Cornwall, Sec.
156 Park St.
East Hampton, Mass. 01027
Kathleen L. Brokaw, Sec.
79 W. 12th St., Apt. 4-A
New York, N. Y. 10011
Ralph Pickard has been named to a one-year term on the new Board of Regents which

Richard J. McGarry '44

will henceforth supervise all public education in the state of Rhode Island. He was one of nine named to the Board by Governor Licht. *Dr. Norman Atwood,* professor of English at the University of Illinois, has been elected to the Board of Trustees of St. Johnsbury Academy in Vermont.

41

William J. Bursaw, Jr., Sec.
26 Monument St.
Wenham, Mass. 01984
Ellen Currie Hill, Sec.
East Montpelier, Vt. 05651
Margaret Shaub is studying in Paris this year; mail may be sent to her c/o Mrs. P. E. Ufford, 25 Seminary St., Middlebury, Vt. 05753. *Audrey Wouters Meader* (Mrs.) is on leave from Burlington (Vt.) High School and is spending the year in France; her address: 120 Bd du Montparnasse, Paris XIVe, France. *William Cassedy* is manager of the consumer products division of the Philco-Ford Corp. in Philadelphia; he is living at 91 Upper Gulph Rd., Wayne 19087.

43

Robert J. Adsit, Sec.
695 So. Prospect St.
Burlington, Vt. 05401
Virginia Carpenter Halstead, Sec.
82 Friar Tuck Ln.

Stamford, Conn. 06907
Stanley Tupper is a partner in the law firm of Royall, Koegel and Wells in Washington, D.C.; his address: 345 N St., S. W., Washington 20024.

44

Theodore S. Kolzak, Sec.
26 Treeborough Dr.
West Hartford, Conn. 06117
M. Jane Landes, Sec.
1 Rockland Ave.
Nanuet, N. Y. 10954
Richard McGarry, vice president of Stone and Webster Engineering Corp. since 1963, has been named manager of marketing for the company's Process Industries Group. Mr. McGarry joined the company in 1955 and has devoted his efforts since then to process-work marketing.

47

Ray Sacher, Sec.
25 Lyme Pl.
Roosevelt, N. Y. 11575
Alice Neef Perine, Sec.
22 South St.
Middlebury, Vt. 05753
Robert Dossin has been appointed director of marketing at the Southington (Conn.) Bank and Trust Company. Mr. Dossin has specialized in financial advertising and promotion for a number of years.

48

Benjamin F. Bradley, Jr., Sec.
Julia Friend Bradley, Sec.
91 Crest Rd.
Ridgewood, N. J. 07450
Lawrence Willard has been appointed associate director of the New Haven College Public Relations Department. Mr. Willard, a newspaper and magazine writer, photographer and editor, has been with The *New Haven Register* for eighteen years, the last five as editor of the Sunday Pictorial Magazine. *Frederick Johnston*, director of sales for the agricultural division of Charles Pfizer, has been named a vice president of the firm. *Robert Jones*, assistant treasurer of the Claremont (N. H.) Savings Bank, had an exhibition of portraits sponsored by the Library Art Council of Claremont, in September. *Ronald Butterfield*, insurance broker, has opened an office at 15 Coles Lane, Plymouth, Mass., to specialize in self-insurance of Workmen's Compensation for employers with larger premiums, in New England and elsewhere.

49

Duncan K. Law, Sec.
Constance Kelly Law, Sec.
Box 353
West Newbury, Mass. 01985
Richard Johnson is coordinator of science and teacher of mathematics in the Bennington (Vt.) High School. *Herbert Manell* has been transferred by the Department of State after three years of service in Santiago, Chile, to Washington, D.C.; his address: 6638 Hazel Ln., McLean, Va. 22101. *Thomas Mariner* is a gemologist with the Union Carbide Company in New York City; his address: 36 Sound Beach Ave., Greenwich, Conn. 06870. *Rebecca Belisle Baute* (Mrs. Joseph) is living now in England; her address: "Invercolne," Watford Rd., Radlett, Herts, England. *Ernest Hunter*, formerly principal of the Brook Trout School in Weston, Mass., is now principal of the Bedford Hills Elementary School in Stamford, Conn. *Norman Joslin* has been elected president of the Council of Churches of Buffalo and Erie County.

50

Robert J. Wilson, Sec.
Laurel Crest Rd.
Madison, Conn. 06443
Frances Bostelmann Elwell, Sec.
11 Tyler St.
Brattleboro, Vt. 05301
Richard Carter Barret, curator of the Bennington Museum, has had a new book, *American Ruby-Stained Pattern Glass*, published. This is his seventh volume on antiques. Last June Mr. Barret began writing a monthly column for *National Antiques Review*. *Walter Paterson* is manager of special projects on the corporate controller's staff, since the merger of the Sinclair and Atlantic Richfield Oil Companies.

51

Alexander G. Marshall, Jr., Sec.
402 Concord Rd.
Sudbury, Mass. 01776
Mary Krum Dale, Sec.
Orchard Rd.
Scituate, Mass. 02066
William McIlwain, director of personnel with the N. W. Ayer Company for the last two years, has been elected a vice president of the advertising agency. *Hubert Williams* has joined the institutional sales staff at Butcher and Sherrerd, Philadelphia investment bankers and brokers; his address: Larch Lane, Blue Bell, Pa. 17506.

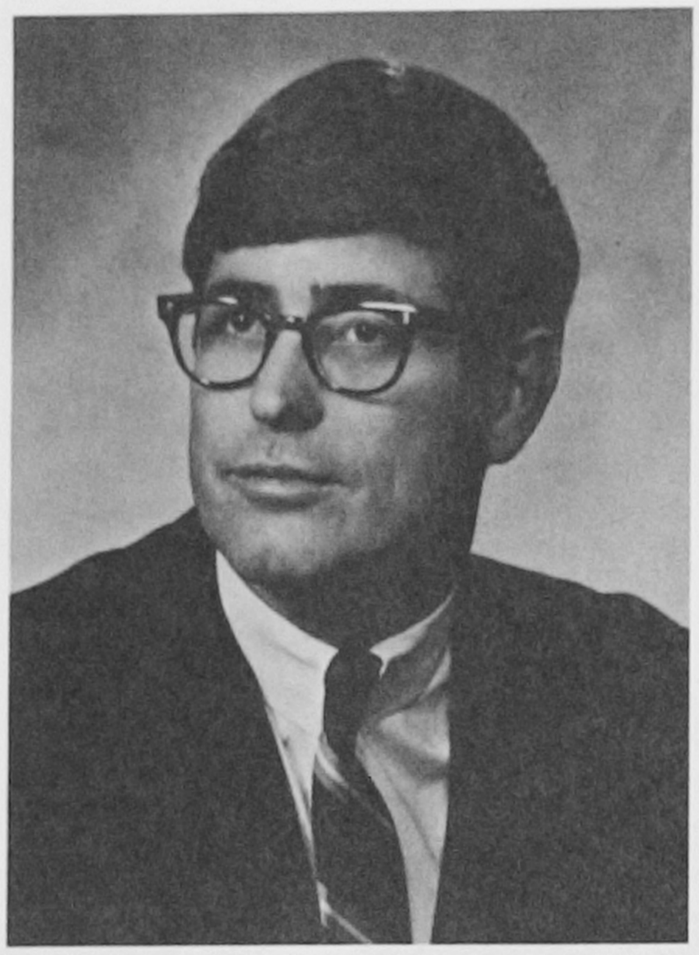
William A. McIlwain '51

52

William H. Kirby, Sec.
372 Cedar Ln.
New Canaan, Conn. 06840
Jean Hosford Fleming, Sec.
388 Cedar Ln.
New Canaan, Conn. 06840
William Huey has been named senior vice president of The Research and Review Service of America, Inc. In addition to the responsibilities associated with his new appointment, Mr. Huey retains his post as director of the company's advanced underwriting department. *Sam Davis* is vice president of The Estate Distribution Corp. in New York City; his address: 23 York Ave., White Plains, 10606. *Alice Thor Pianfetti* (Mrs. Kevin) received an MA in French from Fairleigh Dickinson University and is now an instructor in French and Spanish at the University.

53

Roger B. May, Sec.
37 Collinwood Rd.
Maplewood, N. J. 07040



William R. Huey '52

Alton Bassett '53

Elizabeth Darling Sherburne, Sec.
227 Leonard Ave.
Nashville, Tenn. 37205

Constance Sherman Patrick and her husband, George, have bought a home at 8625 Coral Gables Lane, Vienna, Va. 22180, Lt. Col. Patrick will be working in the office of the Secretary of Defense on international security affairs. *Douglas Brulett* is a guidance director in the Keystone Heights (Fla.) High School; his address: Lake Geneva Trailer Park, Keystone Heights 32656. *Alton Bassett* has been named assistant director of non-woven fabric research at the research division of the Chicopee Manufacturing Company, a textile affiliate of Johnson and Johnson. Mr. Bassett joined Chicopee Research in 1958 as a project director. *Robert Royce* is executive vice president of the Montello Products Company of Montello, Wis.; he and his wife, *Nancy Peck*, are living at 328 E. Water St., Ripon 54971. *Janet Robertson Sherwood* (Mrs. Richard) is living in Jamaica while her husband's company builds a plant there; her address: 10-A Millsborough Crescent, Kingston 6, Jamaica, W.I. *Alan Kimbell* has been named director of the new Unigov Department of Public Safety in Indianapolis by Mayor Lugar. As director of the Department of Public Safety, Kimball will also serve on the Unigov Board, which will function primarily as an advisory group. The department will supervise the police and fire departments, civil defense, weights and measures, and the dog pound, and will include a police community-relations office.

54

Charles B. Fay, Sec.
Ann Heath Fay, Sec.
341 E. Knowlton Rd.
Media, Pa. 19063

Harold Leidholdt has assumed new duties as chairman of The New England Committee for The United States Ski Team Fund. The first fund-raising effort was a fifty-dollar-a-plate Ski Ball at the Sheraton Plaza in Boston on Nov. 6. For the past eight years he has been associated with the White Stag Manufacturing Company. *James Hunt*, former commissioner of banking and insurance for the state of Vermont, is now director of government relations in the group division of Aetna Life and Casualty of Hartford. *Peter Simonson* has been named manager of the Worcester-plant data-processing operations of the Norton Company. *Robert Boardman* has been named administrator for the Johnson Memorial Hospital, Stafford Springs, Conn. He was formerly assistant director of the Newton-Wellesley Hospital where he had served since 1958. He and his wife, *Sally Robinson*, are living at 18 Plymouth Rd., Somers 06071. *Jean Kern* has been appointed assistant manager of the Cheektowaga office of the Marine Midland Trust Company of western New York. Mr. Kern joined the bank in 1962 and has served as administrative assistant at the Genesee-Jefferson and Cheektowaga offices and since February 1968 as assistant manager of Marine Midland's Lovejoy office. *George Fox* has been appointed nuclear information manager for Northeast Utilities of Hartford. He joined the company in 1967 and has been public relations manager of their Millstone Nuclear Power Station in Waterford, Conn. *John Merwin* has been named general sales manager for Nuodex Division of Tenneco Chemicals, Inc. of New York City. Mr. Merwin has been with the company for eight years and most recently served as chemical industry sales manager. *Samuel Patch* is a communications consultant with the New England Tel. and Tel. Co. of Worcester, Mass.; he and his wife, *Dorothy Ransford '53*, are living on Ware Corner Rd., Oakham, Mass. 01068.

56

Phillips G. Terhune, Jr., Sec.
8 Echo Dr.
Darien, Conn. 06820
Elizabeth Curit Gosselin, Sec.
256 Country Club Rd.
Cheshire, Conn. 06410

Belford Blackman is a doctoral candidate in Romance Languages at the University of California at Los Angeles; his address: 416 17th St., Santa Monica 90402. *Joel Sher-*

Harold R. Leidholdt, Jr. '54

burne is an accountant and manager of budget and measurements with the General Electric Company in Lynchburg, Va. He is living at 119 Chesterfield Rd., Lynchburg 24502. *Richard Brigham* is regional underwriting manager with the Connecticut General Life Insurance Company in Dallas. He is living at 10950 Scotsmeadow Dr., Dallas 75218. *Janice Smith* has completed requirements for a Master's degree at the University of Southern California and returned to her position of physical therapist at the Mary Fletcher Unit of the Vermont Medical Center; her address: 37-B University Heights, Burlington 05401.

57

Harry M. Oram, Sec.
94 North St.
Lexington, Mass. 02173
Carol Van Duyn Terhune, Sec.
8 Echo Dr.
Darien, Conn. 06820

Dr. Charles Canedy is assistant professor in the department of Social Science at Greater Hartford Community College. *Edward Rudd* is product manager with Baltimore Business Forms in Baltimore; his address: 6705 Allview Dr., Elliott City, Md. 21043. *Bruce Hathaway* is a technical writer and production editor with Texas Instruments, Inc. in Austin, Tex.; his address: 1310-A Newning Ave., Austin 78704. *Richard Hubbell* is operations manager of the West Los Angeles store of May Company of Southern California; his address: 4806 Sawtelle Blvd., Culver City 90230. *James Wagner* has been promoted to superintendent of the entire distribution department of the Boston Gas Company. *Holly Goodhue Porter* (Mrs. John) is a small-group training consultant and partner and executive director of Community Confrontation and Communication Associates in Grand Rapids, Mich.; her address: 1611 Pontiac Rd., S. E., Grand Rapids 49506. *Capt. David Stivers* is with the Army in Korea; his address: EADC/EAR, APO San Francisco 96212. *Alan Painter* has been appointed director of community relations services for the Allied Chemical Corporation of New York City. Mr. Painter will continue as executive director of the Allied Chemical Foundation and will have responsibility for corporate contributions. *Peter Askew* is a reporter on the staff of *The Buffalo Evening News*.

Alan S. Painter '57

Frederic M. Cowles '58

John A. Merwin, Jr. '54

58

John C. Lewis, Jr., Sec.
Susan Lockwood Lewis, Sec.
29 South St.
Middlebury, Vt. 05753

Robert Stenstream is executive vice president in data processing for Consultronics Institute, Inc. in Columbia, S.C.; his address: 14 Gardross Ln., Columbia 29209. *Dr. Edward Bancker* is an orthodontist with offices in Stevens Point, Wis. He is living at 2824 Prais St., Stevens Point 54481. *Frederic Cowles* has been appointed assistant treasurer in the securities department at The Travelers Insurance Companies, Hartford. Mr. Cowles joined the company in 1962 and has served in various capacities in the securities department. *Leland Blodgett* is vocational counselor for the state of Vermont in the Department of Employment Security; he is living at 29 Lincoln St., Essex Junction, Vt. 05452. *Peter Coe* has been appointed operating director of employee relations for the consumer and service products group of American Can Company.

59

Edward D. Fowler, Sec.
P. O. Box 613
Mack Hill Rd.
Amherst, N. H. 03031
Aliceanne Britain Griffin, Sec.
4 Sunset Ln.
South Hamilton, Mass. 01982

Robert E. Ray is marketing director of the eastern hemisphere for Gillette Industries, Ltd. in Middlesex, England; his address: Turnstile House, Wayneflete Tower Ave., Esher, Surrey, England. *Capt. Hilton Bicknell* has completed his second tour in Vietnam and is now stationed in Watertown, N. Y. He and his wife, *Martha Logan '62*, are living at 460 Barben Ave., Watertown 13601. *Donald Collier* is a professor and head of the electronics department at Instituto Xaloc in Barcelona, Spain; the address for

him and his wife, *Margaret McCoy '58*, is Calle Dr. Carulla, 17, Barcelona. *Harry Hsiang* has been elected second vice president and associate actuary of the Bankers' National Life Insurance Company. Mr. Hsiang joined the company in 1965 as assistant actuary. He has served in both technical and administrative capacities in the actuarial department and is now responsible for all aspects of the Actuarial Services Division. *James Ballard* is owner of the Precision Valley Auto Sales in Springfield, Vt., and is living at 355 River St., Springfield 05156. *Major Jacques DesGranges* is stationed in Korea; his address: Hq. 127th Sig. Bn., APO San Francisco 96207.

60

Breck S. Lardner, Sec.
Susan Hibbert Lardner, Sec.
1970 Sandalo St., URB San Ramon,
Rio Piedras, Puerto Rico 00927

John Miller and *Lynne Ewing* were married in April 1965. They have two daughters: Saam Anthea, born Nov. 25, 1966 and Iness Alden, born Aug. 5, 1969. They are living on Farm-to-Market Rd., RD 3, Brewster, N. Y. 10509.

61

John L. Williams, Sec.
26 Bentley Ave.
Poultney, Vt. 05764
Janet S. Reed, Sec.
805-A Apt. No. 7, West Aaron Dr.
State College, Pa. 16801

Douglas Jocelyn is director of financial analysis with the Dole Pineapple Company in Honolulu; his address: 3925 Gail St. Honolulu 96815. *Anne Hirsch Allen's* husband, Robert, has been appointed instructor in English at Lafayette College. *Arthur Caramella* is regional sales manager for Precise Metals and Plastics, Inc. of Paramus, N. J. He is living at 222 E. Franklin Tpk., Ho-Ho-Kus, 07423. *Frederick Bickel* is group controller with the Republic Corporation in Century City, Calif.; his address: 8382 Ridglea Ave., Buena Park 90620. *Dr. David Coleman* is an instructor in biological chemistry in the Department of Medicine of Harvard University/Massachusetts General Hospital; he and his wife, *Barbara Goddard '58*, are living at 143 Cross St., Norwell, Mass. 02061. *Janet Delliquadri Ward* (Mrs. Fritz) is a special lecturer in biology at Boise State College; her address; 1333 Columbus, Boise, Idaho 83705. *Leeson Leonard* is a reporter and Ohio political writer with United Press International; his address: 1825 Bairsford Dr., Columbus 43227. *Robert Coe* is living at 200 Parker Rd., Apt. 103-C, Elizabeth, N. J. 07208. He is teaching Spanish at the Pingry School and his wife is teaching, part-time, at the Summit (N. J.) High School. *Lewis Ware* is a student at Princeton and is living at 26 Hastings Rd., Kendall Park 08824. *Roberto Olivera* is a Spanish teacher at The Cate School in Carpinteria, Calif. *Donald Ruben*, counsel to the firm of Brownfield, Kosydar and Yearling of Columbus, O., special counsel for the office of Attorney General Paul Brown, and Assistant County Prosecutor, has been named to the Board of Trustees of Ohio Dominican College, one of the first lay members elected to the Board in its 58-year history.

62

Michael L. Black, Sec.
590 W. 172nd St., Apt. 6-H
New York, N. Y. 10032
Phyllis Cole Sears, Sec.
35 Waltermire St.
Belmont, Calif. 94002

Victor Micati has been appointed group product manager for cardiovascular-metabolic products with the Pfizer Company of New York City. *Lucy Beckley Cole* (Mrs. Richard) is an auditor with the Scientology Foundation in New York City; her address: 175 Elk Ave., New Rochelle 10804. *Howard Brown* is a production supervisor with U. S. Plywood, Engineered Products Division, in Cattaragus, N. Y., and is living at 306 Erie St., Little Valley 14755. *Mary-Sue Stephens Wright* (Mrs. David) is a technical writer in the personnel department of Security Pacific National Bank; her address: 11847 Kiowa Ave., Apt. 2, West Los Angeles, Calif. 90049. *Dr. David Schwartz* is a resident in internal medicine at Kaplan Hospital, Rehovot, Israel; his address: 36 Gordon St., Rehovot. *John Simson* is assistant director of the Planning-Programming-Budgeting System Project in Mercer County, N. J., under the auspices of the Department of Housing and Urban Development; his address: The Phoenix, Apt. S-7, Edgewater Park 08010. *Hilda Wing* is assistant professor of psychology at the University of North Dakota; her address: 1106 28th Ave., So., Grand Forks 58201. *Robert Kaunitz* is leader of composition programming with Publicate, Inc. of Bethesda, Md., and is living at 574 College Pkwy., Rockville 20850. *Kathleen McKinley Harris* (Mrs. Everett) is teaching one class of Introduction to Poetry and two classes of Introduction to Fiction at the University of Illinois. *Brenda Behan Rendon* (Mrs. Gabino) received an MA in Spanish and French from New Mexico Highlands University in June. Her family now includes Lauri, 1½, and Walter, 6 months. Their address: 28 Candlewick Dr., Brockport, New York 14420.

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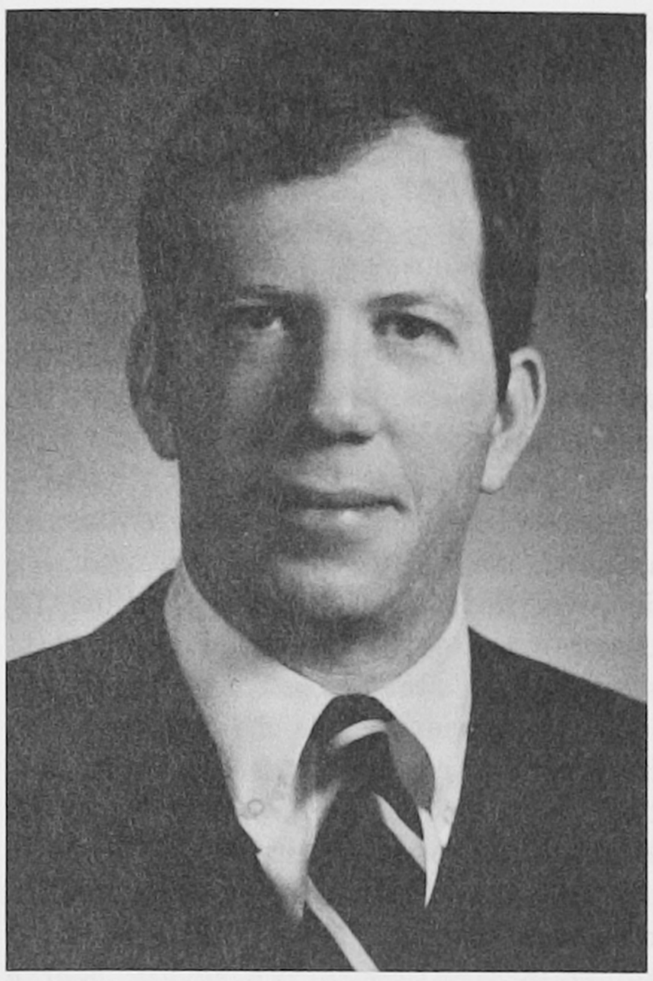
Charles M. Burdick, Sec.
Susan Handy Burdick, Sec.
Box 501
Kent, Conn. 06757

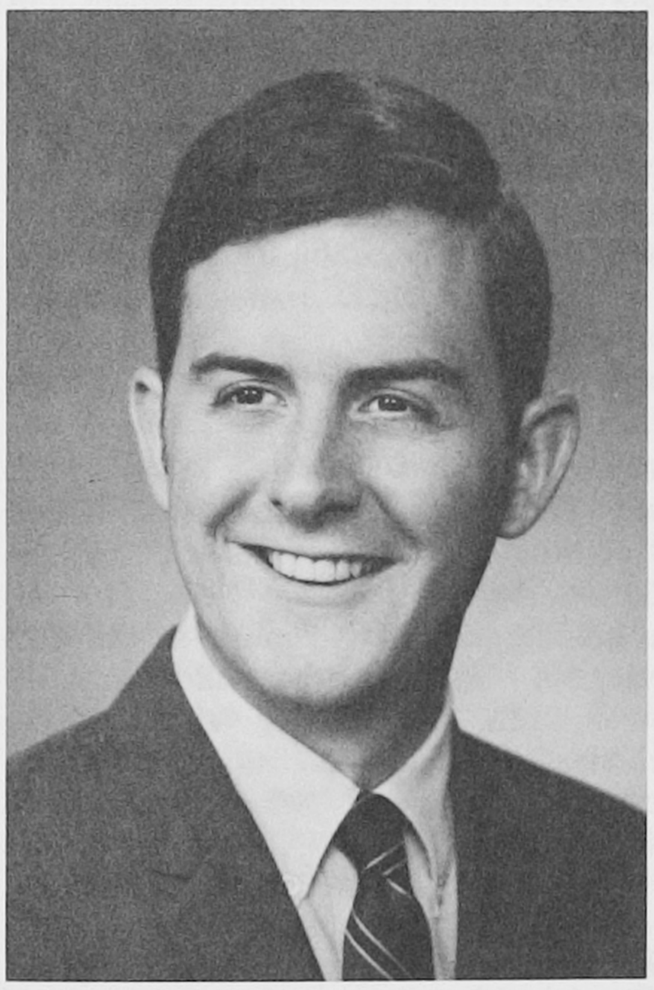
Neil Savage is a student in the PhD program at the Graduate School of Oceanography, University of Rhode Island; his address: RR 4, Box 72, Narragansett 02882. *Sigrid Roggenkamp Falt* (Mrs. Bruce) is a teacher of German in the Bridgewater-Raritan (N. J.) School District. *William Fisher* is assistant principal of Burlington (Vt.) High School and is living on Mountain View Blvd., South Burlington 05401. *Edwin Adams* is district manager with the Chrysler-Plymouth Division of Chrysler Motors; his address: 442 Overlook, Mansfield, O. 44907. *Richard Schlesinger* is a research forester at the North Central Forest Experiment Station, USDA Forest Service; his address: Route 2, Box 101, Carterville, Ill. 62918. *Michael Henderson* is a PhD student in linguistics and Indian studies at the University of Wisconsin; he and his wife, *Carol Hood*, are living at 2159 Middleton Beach Rd., Middleton, Wis. 53562. *David Heacock*, formerly Director of Financial Aid and Assistant Director of Admissions at Rensselaer Polytechnic Institute, has been named Director of Admissions. *Theodore Crockett* is portfolio manager with Shearson Hammill and Company in New York City and is living at 791 Pinesbridge Rd., Ossining 10562. *Lawrence Ring* has been appointed assistant advisory officer of the Teachers Insurance and Annuity Association and the College Retirement Equities Fund. *Paul Barolsky* is assistant professor of the History of Art at the University of Virginia; his address: 121 Mimosa Dr., Charlottesville 22903. *Dr. Victor Ettinger* is in his second year of service in the Navy and is head of the general practice clinic at the Naval Hospital in Quantico, Va. He expects to finish his tour of duty in June and will then start his residency in internal medicine at Montefiore Hospital in New York City.

64

Peter K. Wood, Sec.
155 Balliol St., Apt. 1517
Toronto, Ont., Canada



Donald B. Ruben '61



R. Gordon Bingham '64

Joan Smith Johnson, Sec.
63 Bellevue Ave.
Rutland, Vt. 05701

Maryann Hickcox Gow and her husband, John, are now at Williston Academy, Easthampton, Mass. 01037, where he is teaching biology. *John Clough* is assistant alpine coach with the United States Ski Association; the address for him and his wife, *Ruth Ingersoll '65*, is New London, N. H. 03257. *Donald McLean* has been promoted by the First National City Bank and transferred from Australia to Korea; his address: First National City Bank, 28 Sokong-Dong Chung-Ku, Seoul, Korea. *Gordon Bingham*, lecturer in economics at Union College, has been named assistant to the president. *Alan Dewart* has been elected president of Mnorx, Inc. of Ithaca, N. Y. He joined Mnorx in July 1968. Since early in 1968 he has also been a board member of the Student Agencies Corp. of Ithaca, and a member of the executive committee of the East Hill Planning Corporation. *John Marston* is a graduate student in meteorology at Rutgers University; his address: 3 Andover Pl., Fair Lawn, N. J. 07410. *Reid Johnson* is assistant treasurer with the Dayton-Hudson Corporation of Minneapolis, and is living at 8080 Twelfth Ave., So., Apt. 105, Minneapolis 55420.

Calvin Leman is an assistant professor of chemistry at St. Joseph College; he is living at St. Joseph College, Asylum Ave., West Hartford, Conn. 06117. *Dr. Donald Smith* is a resident physician in general surgery at Latter-Day Saints Hospital in Salt Lake City; his address: 338 Eleventh Ave., Salt Lake City 84103. *Dr. Jon Stolk* is a research associate and medical student in the department of psychiatry at Stanford Medical School; the address for him and his wife, *Robin Lane '67*, is 39-C Escondido Village, Stanford, Calif. 94305. *Ronald Lacharite* is a methods analyst with the Liberty Mutual Insurance Company in Waltham, Mass.; he is living at 42 Washington Ave., Waltham 02154. *Henry Tauber* is working for the Head Ski Company in racer service and product development; his address: Box 833, Gloversville, N. Y. 12078. *William Kieffer* is working at the Southern California First National Bank in San Diego and living at Loma Portal Bluffs, 3950 Leland St., San Diego 92106. *Nancy Spanier* has joined the University of Colorado faculty as an assistant professor of physical education for women.

Roger Lewandowski is a lawyer in his second year of practice at St. Catherines, Ont., Canada, and is living at 27 Academy St., St. Catherines. *Dennis Meehan* is a staff accountant (CPA) with Arthur Young and Company in Boston; he and his wife, *Linda Anderson*, are living at 10 Clarkson Dr., Walpole 02081. *Daniel Brown* has been promoted to general superintendent at the Griswoldville plant of the Kendall Company. He assumes responsibility for all production and manufacturing. He is living at 13 Aldrich St., East Northfield, Mass. 01360. *Deborah Gillette Law* (Mrs. Robert) is map editor with the Addison Wesley Publishing Company in Menlo Park, Calif. *Gregory Alexander* is a student in psychological guidance counseling at Harvard University Graduate School of Education.

65

David W. Cook, Sec.
Heritage Green Apts., Apt. 2
80 Edgelawn Ave.
North Andover, Mass. 01845

Susan Tompkins Nichols, Sec.
377 North Broadway, Apt. 409
Yonkers, N. Y. 10701

Virginia Rouleau Eklund (Mrs. Neil) received an MA degree in educational psychology from the University of Minnesota in August. *Andrea Georgi* is now Mrs. Benjamin W. Vrana and has a son, Paul, age 3½ years. She has a Master's degree in French and is working for a PhD in French and German at the University of Nebraska. She and her family live at 2600 So. 39th St., Lincoln 68506. *Melrose Huff* was awarded a Master of Arts in Teaching degree by Antioch College in September.

66

Virginia Backus Willcox, Sec.
c/o McKinsey and Co., Inc.
40, Avenue George V
Paris 8, France

John Rehlen is a student in the PhD program in the Graduate School of Oceanography, University of Rhode Island; his address: 26 Loop Dr., Wickford 02852. *Didier Reymond* is a trainee with IBM in Montreal; his address: 3434 McTavish St., Montreal 2, Que., Canada. *Brenda Booth Palumbo* and her husband, Ronald, spent last summer in Cambridge, Mass., where Brenda worked in the office of the magazine, *The Writer*. They are now living at 227 So. 45th St., Philadelphia, while her husband finishes work for a PhD in English at the University of Pennsylvania. Brenda passed

with distinction her PhD orals in English at Columbia last February and is working now on her dissertation in the field of sixteenth-century English literature. *John Brodhead* is working on a Master's degree in botany at the University of Massachusetts; the address for him and his wife, *Gertraud Gutzmann '65*, is Colonial Village, Apt. 61, Amherst 01002. *William Fox* is managing editor of *Alaska Industry Magazine;* his address: Box 2151, Anchorage 99501. *Thomas Bullard* is associate in the Performing Arts and artistic director for Penn Players at the University of Pennsylvania; the address for him and his wife, *Susanna Hepp '66*, is 560 So. 48th St. (rear), Philadelphia 19143. *Andrea Agrell* is teaching French in the Trinity School in New York City and is living at 372 Central Park West, Apt. 5-Y, New York 10025. *Joel Najman* is doing graduate work at the University of Vermont and living at 54 So. Willard St., Burlington 05401. *John Hayden* is an administrative resident at the Thomas Jefferson University Hospital in Philadelphia; his address: 314 E. 24th St., Apt. F-3, Chester 19013. *William Michaels* is an instructor of English at Villanova University; he and his wife, *Judith Rowe*, a graduate student in English literature, are living at M-289 Devon-Strafford Apts., Devon, Pa. 19333. *Scott McDonough* has been appointed to write a new weekly column of criticism in *TV Guide* magazine. The column, "Second Look," will review TV specials and will run in the program section of the magazine's regional editions. *Jean Gillespie* is teaching junior high science in the Nashville (Tenn.) Metropolitan Schools; her address: 2219 Castleman Dr., Nashville 37215.

Philip Derick has been awarded the professional designation of Chartered Life Underwriter by the American College of Life Underwriters. *Mary Cotton* is a graduate student in city planning at the University of Pennsylvania; her address: East Middle Patent Rd., Bedford, N. Y. 10506. *Gordon McAleer* has completed his tour of active duty in the Army Medical Service Corps with the 3rd Surgical Hospital in Vietnam and was awarded the Bronze Star Award for Achievement. He is enrolled now in the Hospital Administration Program at Trinity University in San Antonio, Tex.; he and his wife, *Judith Loetterle*, are living at 634 W. Gramercy Pl., San Antonio 78212.

William Eldridge received his law degree from Suffolk Law School in June and is working now for the law firm of Fern, Anderson and Donahue in Hyannis, Mass.; his address: 387 Oakland Rd., Hyannis 02601. *George Theriault* has been named director of the Jiminy Peak Ski School in North Adams, Mass. He is a member of the Professional Ski Instructors of America and the USEASA Demonstration Team. *Ann Hotchkiss Johnson* received a Master's degree in the teaching of English as a foreign language from St. Michael's College. *Alan Magary* is with the Saigon bureau of *Stars and Stripes*. He plans to spend several months in Australia after getting out of the Army on February 13. *Gail Howrigan* is a research assistant in the Laboratory for Computer Graphics at Harvard University; her address: 23 Maple Ave., Cambridge 02139. *David Richardson* is studying for an MBA degree at the Amos Tuck School of Business; the address for him and his wife, *Nancy Brooks '68*, is 60 Sachem Village, West Lebanon, N. H. 03784. *Lucinda Brown* is an interior designer with Beaudin and Moulton, architects, of Winooski, Vt.; her address: 12 East Ave., Burlington 05401. *Carolyn Gail Hunter* (Mrs. Terence) is a map editor in the elementary social science division of Ginn and Company in Boston and is living at 784 Belmont St., Watertown 02172. *Stephen Sanborn* is teaching Latin at Kentucky Military Institute, Lyndon, Ky. 40222. *Hilde Lehmann* is a clinical social worker at Ypsilanti State Hospital; her address: 2005 Huron Pkwy., Apt. 9, Ann Arbor 48104. *Linda Whitworth Marshall* (Mrs. Derek) will be living in Kyoto, Japan, for a time, working for Expo 1970 in Osaka. *Richard Smith* was awarded a Juris Doctor degree by Suffolk Law School in June and is now associated with the law firm of Ryan, Smith and Carbine in Rutland, Vt.

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John Rogers is a seventh-grade science teacher in the Hanover (N. H.) Junior-Senior High School. *Barbara McEvoy Sepe* (Mrs. William) is an instructor of French at the University of Vermont; her address: 14 Handy Ct., Burlington 05401. *Deven Hayford Hearne* and her husband, *William '69*, are living at 139 No. Claybrook St., Apt. 2, Memphis, Tenn. 38104. Bill is a PhD candidate in medicinal chemistry at the University of Tennessee; Deven is teaching tenth and eleventh-grade English in the Memphis Public Schools. *Nancy Long* was married to Bruce A. Blumberg on Sept. 9, 1967. She is teaching now at P. S. 113 in Harlem. Her husband is a lawyer with Simpson, Thacher and Bartlett in New York and they are living at 225 W. 106th St., Apt. 4-G, New York 10025. *Thomas Sheldon* and his wife, *Virginia Callan '68*, are living at 3 Old Hickory Dr., Albany, N. Y. 12204. Tom has completed work for his Master's degree at Harvard and accepted a position as an aide in teacher education with the New York State Education Department. *David Haythe* is an instructor in economics at North Central Technical Institute in Wausau, Wis.; he and his wife, *Marin Gifford '68*, are living at 1201 Second St., Wausau 54401. *Dort Cameron* is an account executive, institutional portfolio, with the U. S. Trust Company of New York City; he and his wife, *Elizabeth Conners '68*, are living at Cedar Lane Heights Apts. A-5, Ossining 10562. *Susan Swinburne Shaw* (Mrs. James) is an executive secretary and administrative assistant with Houghton Mifflin, publishers, in Boston and is living at 26 Evansway, Boston 02115. *Jane Johnston* is an instructor in related education in the job training center for hard-core unemployed with Action for Boston Community Development; her address: 33 Grove St., Boston 02114. *Margaret Ryder* is a teacher in Peace Corps training at the School of International Training in Brattleboro, Vt. 05301. *Karen Unsworth* is a student in community planning at the University of Rhode Island and is living at 75 So. Pier Rd., Narragansett 02882. *Eric Tunis* is a graduate student and teacher's assistant at the University of Hawaii; his address: 2087 Keeaumoku Rd., Honolulu 96822. *Lt. David Williams* is a cartographic officer at March Air Force Base; his address: 8715 Magnolia Ave., Apt. 116, Riverside, Calif. 92503.

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Dwight Dunning is a training officer at the Army Training Center, Ft. Lewis, Wash.; his address: Box 490, Route 12, Olympia 98501. *Barbara Zuck Achter* (Mrs. Morton) is a graduate student in music at the University of Michigan; her address: 2010 Traver Rd., Ann Arbor 48105. *Betsy McElvien* is teaching English in the Acton-Boxborough Regional School District in Massachusetts. *Donna McNeil Brennan* (Mrs. Michael) is teaching grade three in Avon (Conn.) Elementary School. *Lawrence Abbot* is on active duty in the Army for two years. *Curtiss Hickcox* is a programmer and systems analyst with the United Aircraft Corporation of East Hartford, Conn., and is living at 140 Silver Ln., East Hartford 06108. *Nancy Wolfe* is working in the office of the assistant to the president of MIT; her address: The Boylston, 21-G, 780 Boylston St., Boston 02167. *Gerry Goodrich* and his wife, *Susan Freier '67* have a new address: Box 209, Kahuguini Secondary School, Ruiru, Kenya. Susan writes, "We left Kericho late in January as Peace Corps

offered us a transfer to a harambee school (a self-help school financed by the local community—in this situation by the Kikuyu people). While the move meant a drastic change in living conditions (we now have outdoor plumbing, no electricity, no running water and a one-and-a-half-mile walk to school), we were dissatisfied because Kipsigis Girls' School had but one token African on the staff. We are now the only whites for miles and are only one half mile from Jomo Kenyatta's home. Needless to say we are extremely happy with our new living quarters and don't like to think of returning home. Our school has an African headmaster and three other African men on the staff. We are only forty-five miles from Nairobi, but many of our students have never been off the Reserve." *Susan Gallagher Borg* (Mrs.) is running her own nursery in the South Boston Neighborhood Center; her address: 16 Bechler Ave., Apt. 2, South Boston 02127. *Kathleen Jenks* is a planning consultant with Planners Collaborative in Syracuse; her address: 163 Marshall St., Syracuse 13210. *Cynthia Krieble* is a student at San Francisco Art Institute and is living at 147 Henry St., Apt. 2, San Francisco 94114. *Elliott Wheelwright* was stationed at Fort Devens, Mass., until December when he went to Korea for duty with Army Security.

Robert Weiser, a student at the Amos Tuck School of Business Administration has been awarded a Leonard G. Hunt fellowship for this academic year. *Sharon Galligan* is a teacher in the Vergennes (Vt.) High School and is living on RD 3, Middlebury 05753. *John Morton* bettered the previous record in the University of Alaska's Seventh Annual Equinox Marathon on September 20 but was only able to earn second place in the 26-mile event. The first three finishers all broke the former record. John is now at the United States Biathlon Training Center, Ft. Richardson, Anchorage. As a member of that unit he has taken part in a number of distance races in Alaska. *Kennedy Furey* has been appointed an instructor in the department of English at the University of Vermont. *Mary Hubbard Kent* (Mrs. Herbert) is a teacher at the Overlake Day School in Burlington, Vt. *Robert Phelps* is a candidate for an MBA degree at the Whittemore School, University of New Hampshire; his address: Caverly Apt. 8, Old Landing Rd., Durham 03824. *Lt. Steven Darling* is on active duty in the Army, assigned to the Adjutant General Support Center in Frankfort, W. Germany. He will complete his tour in July 1970. His present address is USAREUR AG Support Center, APO New York 09090. *Magna Leffler Dodge* (Mrs. David) is now a full-time substitute at Taconic High School in Pittsfield, Mass. *Sp4 Kenneth Smith* is on active duty in the Army; his address: 15 Admin. Co. (MPM), 1st Air Cav. Div., APO San Francisco 96490. *Robert Calder* graduated from Grove City College last June with a BS degree in metallurgy and is working now for the Research Institute for Advanced Study, Aerospace Division of Martin Marietta Corporation in Baltimore; his address: Karen Ct., Bldg. 803, Apt. 201, Laurel 20810. *Julia Gratiot Peterson* (Mrs. David) is spending three years in Naples, Italy, where her husband is with the Navy; her address: Box 155, AF South, FPO New York 09524. *Fred Jaretzki* is working at Columbia-Presbyterian Medical Center in New York City and living at 341 E. 82nd St., New York 10028. He recently completed two years of service in a settlement house in St. Louis as a VISTA volunteer. *Carter Jahncke* is assistant stage manager with the Hartford Stage Company, Kingsley St., Hartford, Conn. 06103. *Lt. Robert Mygatt* began 32 weeks of helicopter pilot training at Ft. Walters, Tex. on November 23.

Robert Johnson is a student at Albany Law School; his address: 80 Scotland Ave., Albany 12208.

69

John L. McMahon, Jr., Sec.
Old Sleepy Hollow Rd.
Pleasantville, N. Y. 10570
Mary E. MacArthur, Sec.
RD 2
Middlebury, Vt. 05753

Theda Politis is a fifth grade teacher in the Bennington (Vt.) Public Schools; her address: East Arlington, Vt. 05252. *Marjorie Carran Shepardson* (Mrs. Carl) is an elementary teacher in the Syracuse (N. Y.) School District; she and her husband are living at 1633 E. Genesee, Syracuse 13210. *Karen Loesch* is a graduate student in English at the University of Virginia. *Susan Cornes* is a laboratory technician with Hewlett-Packard in Santa Clara, Calif., and is living at 14774 Aloha Ave., Saratoga 95070. *Stephen Gray* is a student at The Divinity School, Duke University. *Gary Hydinger* is teaching junior-high-school mathematics in Pittsfield, Mass. *Laird Brown* is employed by S. H. Brown, an investment and real estate firm in Tacoma, Wash. In March he will go on active duty in the Army. *Gustavus Taylor* and his wife, *Alden Gannett*, are living at 241 Addison Ave., Palo Alto, Calif. 94301. *Jane Elliott Vesta* (Mrs. Vinton) is a graduate student at Northern Illinois University; her address: 211½ So. Ninth St., DeKalb, Ill. 60115. *Linda Colwell* is a technical assistant in the biology department at Massachusetts Institute of Technology; her address: 270 Clarendon St., Boston 02116. *Jan Dickinson* is in the Honeywell post-graduate electronic data processing training program. *Robert Powell* is a graduate teaching assistant at California Institute of Technology; his address: 1411 No. Los Robles Ave., Pasadena 91106.

Pamela Pritchard Orchard (Mrs. Robert) is assistant in research at Yale Medical School. *Alison Vida* is a student at the University of British Columbia. *Donald Delano* is assistant cashier of the Bank of Denver and is living at 945 Ogden St., Denver 80218. *Karen Hanford* is a research assistant in the Department of Behavioral Sciences, School of Public Health, Harvard Medical Center; she is living at 64 Sacramento St., Cambridge 02138.

Cynthia Lavender Allen (Mrs. Frank) is a service representative with the New England Tel. and Tel. Company in Portsmouth, N. H. *Patricia Warzel Deitz* (Mrs. Robert) is program development assistant, OEO program development, with the New Jersey Department of Community Affairs. *Eleanor Stutz Maier* (Mrs. Barney) is receptionist and secretary at the South End Center for Alcoholics in Boston; she is living at 223 Broadway, Cambridge 02139. *Jill Woodman* has accepted a position as admissions counselor at Defiance College in Ohio. *Amy Geiser Loether* (Mrs. Mark) is a programmer trainee with Connecticut Mutual Life Insurance Company, Hartford. *Geoffrey Kaufman* is a graduate student at Rutgers-the State University and is living at 227 Powers St., New Brunswick, N. J. 08902. *Arlethia Diamond Bull* (Mrs. Brian) is secretary to the president of Umann Enterprises, Inc. of Burlington, Vt., and is lead vocalist with the Bull Rock Band. *Wendy Cole* is a graduate assistant at the University of Arizona and is teaching discussion sections of the Introduction to Geography course. *Julia Lord* is a management trainee in the Pension Trust Division of the First National Bank of Boston; her address: 270 Clarendon St., Boston 02106. *Peter Montori* is a graduate student at the University of Maryland; his address: 7980 New Riggs Rd., Apt. 108, Adelphi 20783. *Robert Echols* is working at the Vermont Book Shop; his address: Box 411, Middlebury 05753. *Richard English* is a student at Cornell University Law School; his wife, *Jacqueline Ogden*, is an administrative clerk at the Cornell University Experiment Station; their address: E. Main St., Dryden, N. Y. 13053.

MASTERS

51 *Jerry Cocchiola* is chairman of the foreign language department at the Algonquin Regional High School in Northboro, Mass.

52 *Dr. Gerald Kamber* has been appointed professor of Romance languages and the classics at Kent State University.

54 *Marianne Ciotti* has accepted an appointment at Boston University as assistant professor of methodology and Romance languages.

56 *Dr. Donald Dugas* has been hired as a research assistant for the Center for Research on Language and Language Behavior at Ann Arbor, and a member of the teaching staff at the University of Michigan.

58 *Velia Pryce* is an instructor of Romance languages and classics at Kent State University.

60 *Lt. Col. John Costa* recently assumed his new duties as Deputy Brigade Commander, Berlin Brigade. Colonel Costa served in Berlin from 1952–54 as aide-de-camp to the U. S. Commander of Berlin.

61 *Jerome Costello* is teaching Spanish at the Maine Maritime Academy in Castine, Me.

62 *Gerald Mortensen* is coordinator of foreign languages in kindergarten through grade 12 in the Pittsfield (Mass.) Public Schools.

63 *Rita Mazetti* has been appointed assistant professor of foreign language at Ball State University in Muncie, Ind.

64 *Jay Hoar*, instructor in English, Farmington State College, has written a book, *"Small-Town Motion Pictures and Other Sketches of Franklin County, Maine."* The story of the Sherman Theaters, it presents a whole way of entertainment life that has disappeared not only in Franklin County, but throughout the land. It contains sketches of such Mainers as the blacksmith, the log-drivers, smelters, peddlers, boat-builders, and the like.

65 *Mary Mouyos* is teaching French in the Hopkinton (Mass.) High School.

Lt. Col. John Costa '60

Richard Zipser is an instructor in German at Oberlin College.

Frank Shiveley and *Phaedra Rangazas* were married on Aug. 31.

Sister Mary Dolores Sablone has been appointed dean of studies at St. Joseph's College, Portland, Me. A native of Portland, she has a degree from St. Joseph's and has studied at the University of Munich, University of Vienna, and Union Theological Seminary. She holds the award of merit from the Federal Republic of Germany. She has taught religion and German at the college for several years. For twelve years, Sister Dolores has taught in the diocese and has been a school principal in Portland.

George Krivobok is chairman of the modern language department at Abbot Academy.

Mrs. Sally Sabto has been appointed to the faculty in the English department of California State Polytechnic College in San Luis Obispo.

67 *William Wright* is an instructor in Spanish at the City College of New York.

Lidia Resteghini is teaching French and Spanish in the Torrington (Conn.) High School.

Dr. Anna Samofal, recently named to "Who's Who of American Women," is an assistant professor of library work in the library schools of Central Connecticut State College.

Robert Ballantyne is a student at Thunderbird Graduate School of International Management in Phoenix, Arizona.

68 *Inez Fitzgerald* is a Spanish instructor at Elmira (N. Y.) College.

Vivian Powers is chairman of the foreign language department at East Islip (N. Y.) High School.

Noemi Lorenzaba is a Spanish instructor at Milwaukee (Wis.) Technical College.

Evelyn Tondreau has a graduate assistantship in Spanish at Catholic University in Washington, D. C.

Carmen Grosse is an instructor in German at Norfolk (Va.) State College.

John W. Lucas is teaching Spanish in the Sudbury (Mass.) Regional High School

Edward R. Davis and Mary McDonald were married August 30.

Robert M. Granville and Renate M. Tishmann were married in October.

Russell J. Thomas and *Arleen Billante* were married on Oct. 11 in Parma, O.

69 *Ralph Grimes* is teaching mathematics and physics at Appleton Academy, New Ipswich, N. H.

Elizabeth Baumbach is teaching German in Bloomfield (N. J.) High School.

Lawrence Strickland is teaching Spanish in Southampton (N. Y.) High School.

Paul Brown is an instructor of Spanish at Norwich University.

Kathryn Sood is teaching Spanish in Princeton (N. J.) Regional High School.

Barbara Penich is librarian at Libraire Lerousse in Paris, France.

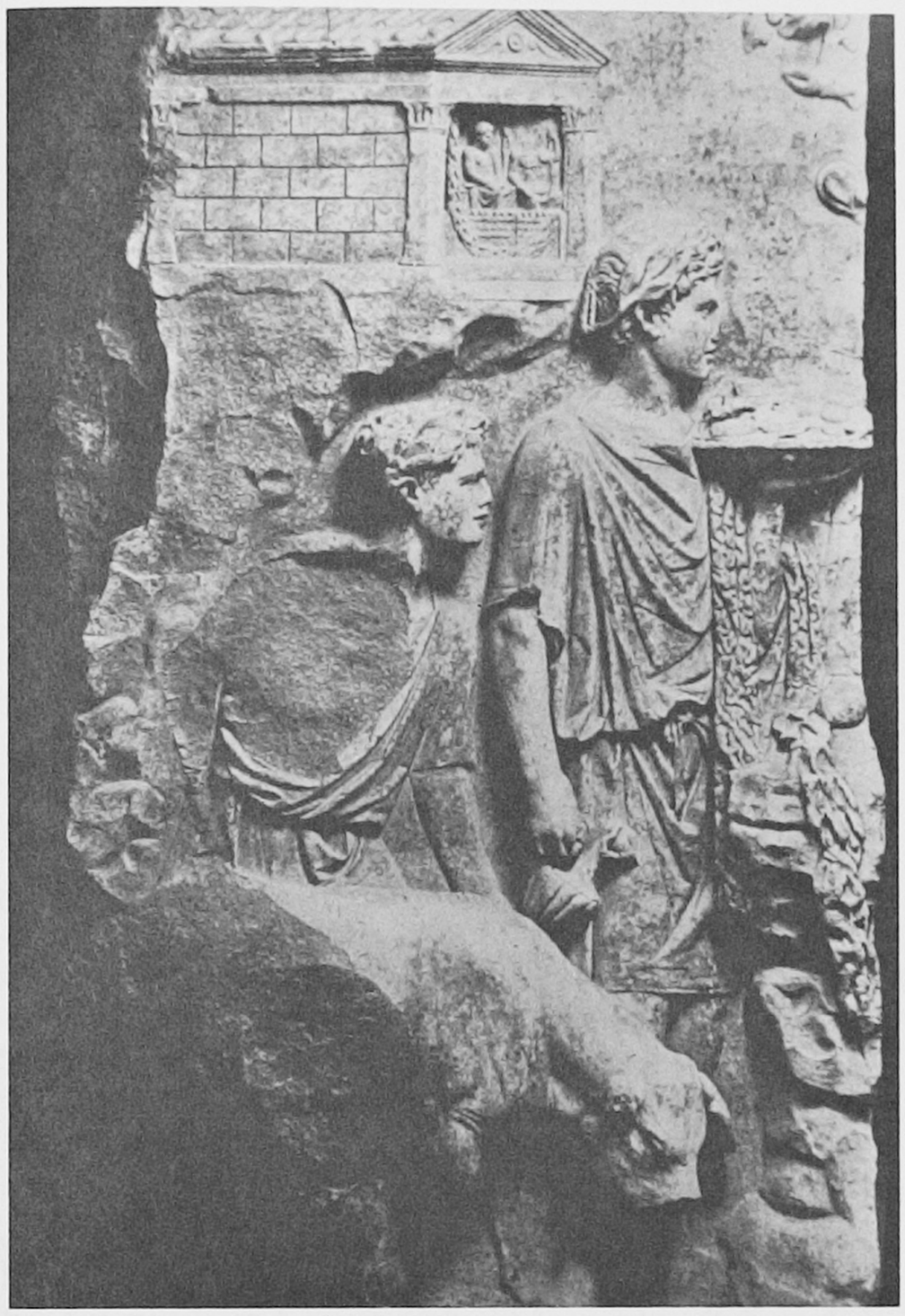
Susan Haws is teaching French in Joliet (Ill.) Township High School.

Patricia Roberts is a French instructor at St. Augustine's College in Raleigh, N. C.

John Eastman is department chairman and teacher of English at Littleton (N. H.) High School.

Susan Powers is a French instructor at McMurray College in Jacksonville, Ill.

Eve Chambers is teaching Spanish at Belmont (Mass.) Senior High School.



Attendants of Aeneas at sacrificial rite, detail of frieze on Altar of Peace, Rome.

Aeneas at the Site of Rome

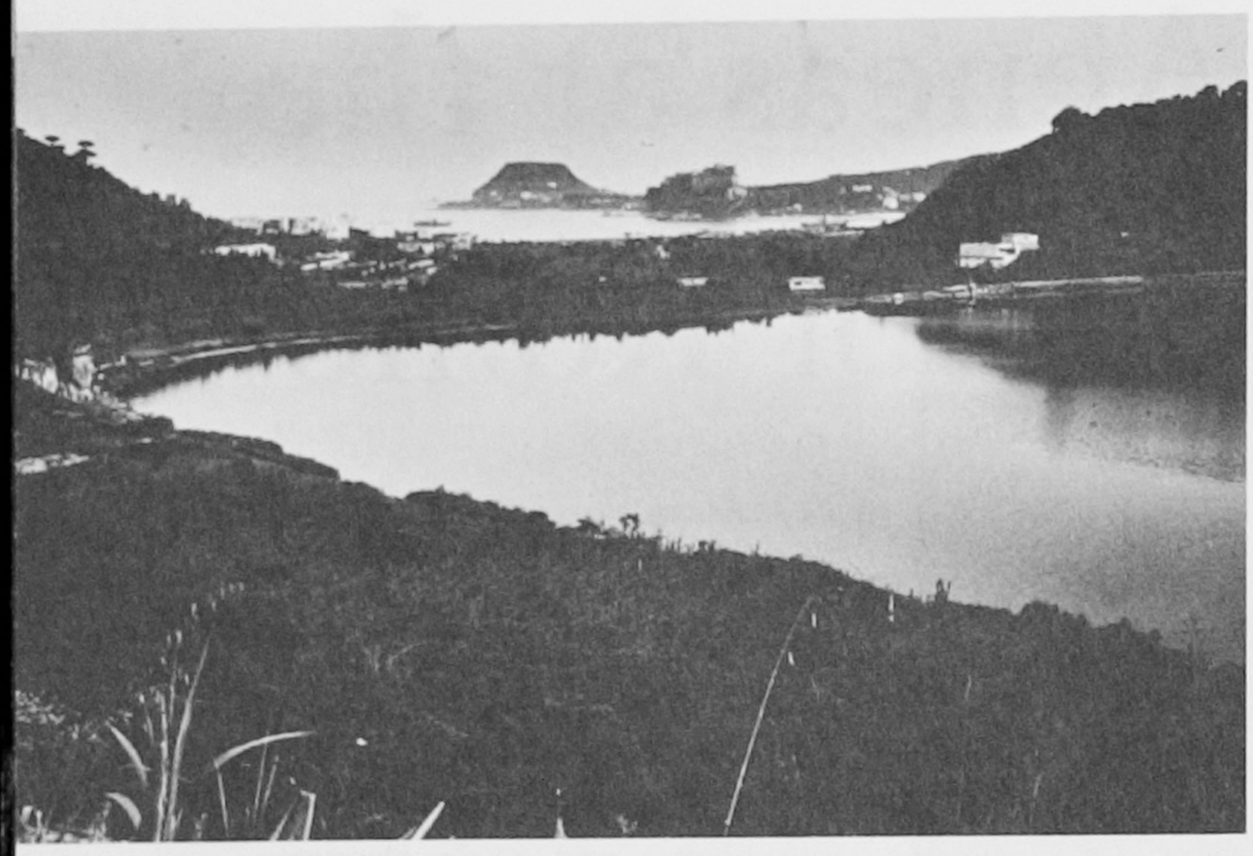
By Ursula M. Heibges, Associate Professor of Classics

It was a long time before the latest methods of literary criticism were granted admission to the field of classics, which for centuries had been the exclusive bailiwick of philologists and historians. However, when finally the search for imagery, metaphors, and their thematic interpretation (sometimes with Freudian overtones) entered the hallowed precincts of ancient literature, Hellenists and Latinists, alike, vied with their colleagues in English and the modern languages in the ingenuity and assiduity with which they devoted themselves to the application of these new principles. Therefore, I feel that I owe the reader an apology when I propose to return to the much simpler approach of tracing the historical, or even geographical, facts behind a great piece of literature, the *Aeneid*. The Romans, lacking myths of their own, turned to their history and to their land, itself, for poetic inspiration, and it was especially the magic touch of Vergil that transformed reality, both present and past, into music and imagery.

When Vergil chose Aeneas as the protagonist of his national epic he knew that he had to prepare his readers for some historical "athletics." Varro, Cicero's friend and the most learned Roman of his generation, had established the fact that an interval of more than 400 years lay between the fall of Troy and the founding of Rome. The traditional date for the fall of Troy, 1183 B.C., links Aeneas to the brilliant culture of Mycenae, the late Bronze Age, to which the treasury of Atreus, the Lion Gate, and the Royal Tombs bear persuasive testimony. On the other hand, 753 B.C., the traditional date for the founding of Rome, brings us to the Villanova culture of central Italy in the Iron Age, the period of the Etruscan migration to the north and Greek colonization in the south of Italy—both of which, in all likelihood, gave impetus to the development of the migration story in the Aeneas legend. This gap of roughly 430 years was neatly bridged over by Rome's historians with the long line of Alban kings that supposedly ruled in Latium from the death of Aeneas's son to the birth of Romulus and Remus.

This essay has been adapted from an illustrated public lecture given in Dana Auditorium during the Winter Term, last year. Most photographs were taken by the author during her Prix de Rome *year at the American Academy in Rome, while Miss Heibges was on leave from Middlebury investigating the musical element in the comedy of Plautus. Translations from the* Aeneid *are by the late Rolfe Humphries.*

Ursula Heibges



Lake Avernus near Cumae was believed by ancients to be an entrance to the underworld.

The lessons of endurance, fortitude, leadership, renunciation, and purification that Vergil makes his hero undergo in the first five books of the *Aeneid*—wanderings, disappointments, unhappy love, oracles and prophecies—rise to even greater intensity as Aeneas comes closer to the promised land. The more contact he establishes with the soil of Italy, the more he grows as a moral person. As Aeneas sails up the western coast of Italy, he leaves Sicily behind and with it the tomb of his father and an integral part of his company. By losing his most faithful comrades—his trusted helmsman, Palinurus, his old nurse, Caieta, the lusty trumpeter, Misenus—he breaks his ties with the past, but gradually gains possession of the new land to which they give their names: the nameless, shapeless landscape, by receiving the bodies of Aeneas's friends, receives also form and identity.

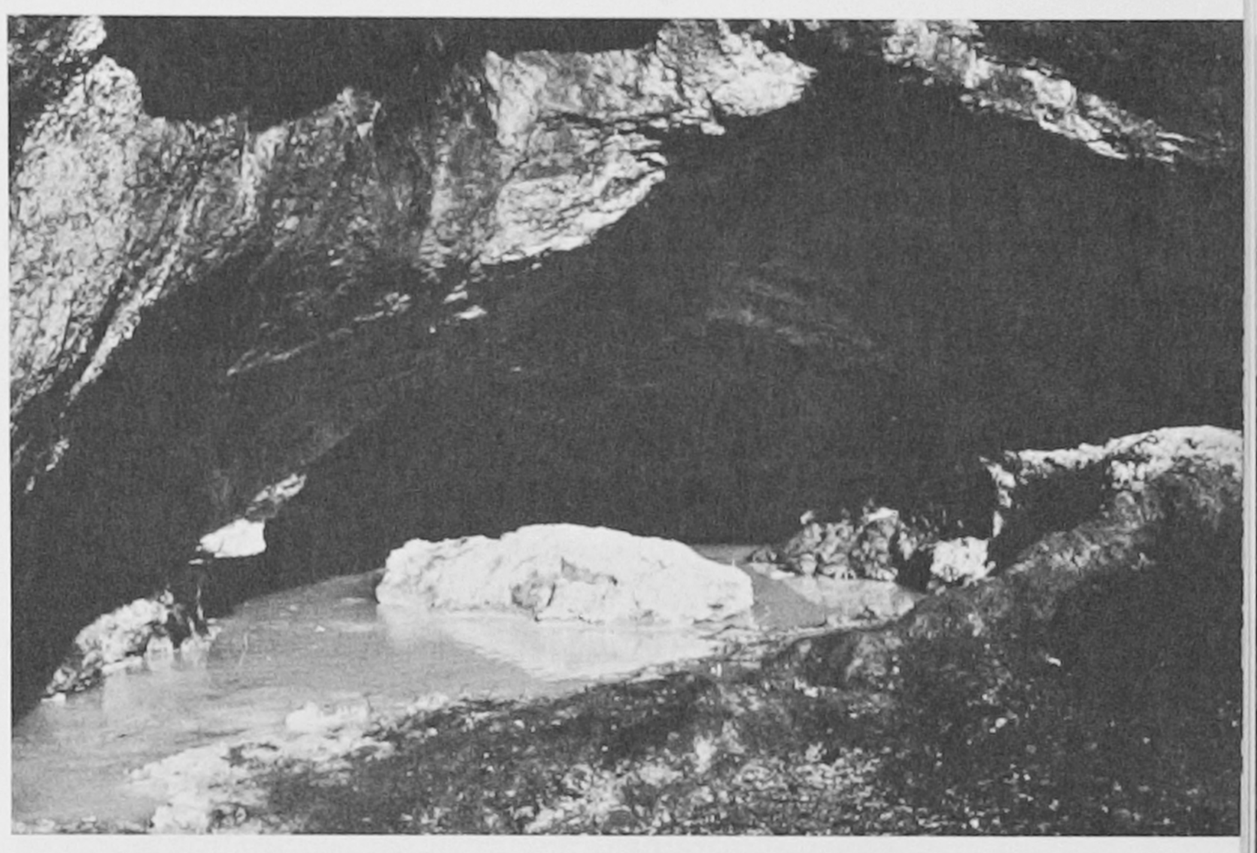
Aeneas's first physical contact with Italy occurs in Cumae. Vergil here disregards the anachronism of a Trojan hero approaching a temple of Apollo built by the Greek colonists some three centuries later (certainly not before the late 8th century B.C.). But he does not disregard the landscape around Lake Avernus, which had not changed between the days of Odysseus's travels in these parts and the young Vergil's residence there while studying with Greek philosophers at Naples.

The austere surface of the volcanic lake, its dense, muddy waters and dark, overshadowing woods and the mephitic exhalations of hot springs along its shores had been believed from ancient times to be a natural opening to the underworld and nourished by waters of the river Styx.

> "Spelunca alta fuit, vastoque immanis hiatu
> Scrupea, tuta lacu nigro nemorumque tenebris."
>
> VI 237–8
>
> ("There was a cavern, yawning wide and deep
> Jagged below the darkness of the trees
> Beside the darkness of the lake.")

It is here that Aeneas receives his greatest instructions in morality and leadership through visions of good and evil, through the mouth of his father, Anchises, and through revelations of things to come in the *Heldenschau*, or procession of future heroes. He emerges a man of wisdom, fully aware of his destiny and ready to submit to it freely.

Leaving the port of Caieta, Aeneas's ships glide past the headland of Monte Circeo, a last reminder of the magic world of Odysseus and of Aeneas's shadowy past, and hold their course, almost of their own volition, northwards towards Etruria. Aeneas spies a beautiful grove on the nearby shore, the kind of hallowed woodland that is bound to be inhabited by a divinity, and—lo and behold—soon afterwards they descry for the first time the river, whose banks will witness the destinies of Aeneas and of Rome. The vision of the lovely stream covered with reed and overshadowed by woods inspires Aeneas with joy and he bids his companions steer their ships into the river mouth. The Trojans disembark, and for the first time Aeneas sets foot in Latium near the banks of the brook Numicius, the tiny Rio Torto, where a sanctuary is set aside. Like a Latin Oedipus, who is destined not to die but be transformed into a local hero in the very place where he disappeared, Aeneas's transformation from a Trojan prince to a Latin *Numen* (divinity) begins in the grove of *Iuppiter Indiges*, a native god who will merge with Aeneas's own spirit and become *Aeneas Indiges*.



Sulfur cave in Latium was probably model for Vergil's description of site of King Latinus's camp-out visions.

The scene is set for the nightly vision of the Tiber river in person and for two omens, one predicted by the Harpies during the period of wandering, the other by the river himself. Both omens, the eating of the flat spelt cakes and the apparition of the white sow with 30 piglets are a far cry from the majestic apparitions of Apollo, or the prophetic speeches of Helenus and Anchises, by which Aeneas was guided before he reached Italian soil. Both omens can be explained as symbols, one for the state of penury to which the Trojans have been reduced after a life of luxury, the other for the leadership of Aeneas's descendents in Alba Longa over the cities of the Latin League. Both spelt cakes and white sows were favorite offering in Roman sacrifices and, therefore, appropriate omens for Aeneas, whose characteristic epithet is *pius*. To me they are an outstanding example of Vergil's art, his ability to transform stark realities of a primitive society into poetic expressions of the moral and spiritual regeneration that Aeneas experiences as soon as he comes into contact with the soil of Latium.

Before we accompany Aeneas up the Tiber to the future site of Rome, Vergil evokes images of the Latin landscape and of the people living in it. Foremost among them in power, wisdom, and age is King Latinus, whose humble palace at Laurentum holds *in nucleo* all the accoutrements of Roman magistrates and priests of historical times. A brief look at the names of Latinus's strange genealogy, his relatives, and localities will suffice to give us a vivid impression of Villanovan animism. Latinus himself, the eponymous hero of Latium and the Latin people, owed his name not, as Varro thought, to Saturnus's hiding (from *lateo, latere* = to hide) in these parts from the wrath of Jupiter, but to the broad fertile land (from *latus, a, um* = broad) that stretched out south of the Tiber from the range of the Appenines to the Tyrrhenian Sea as far south as Monte Circeo. His father, Faunus, and great-grandfather, Saturnus, founder of the race, as well as his distant relative, Pilumnus, are obviously spirits of a primitive, agricultural society whose names might bring smiles to Vergil's more sophisticated audience. Faunus, whose purely Latin name (from *faveo, favere* = to be favorable) indicates that he had nothing to do with the Greek Pan, haunted the glens and woodlands, a spirit both gently beneficial and capriciously dangerous, whose favors had to be propitiated for the welfare of the herdsmen's flocks. Saturn, later identified with the Greek Kronos, derives his name from sowing (*sero, sevi, satum*) and is credited with the invention of agriculture in Latium, while Pilumnus means the grain pounder. Strangest and most primitive is Latinus's grandfather, Picus, the woodpecker, whose name brings us back to a totemistic religion, where the bird perhaps figured as the tribal spirit of the Picentes, who lived along the Adriatic between Umbria and Samnium. The name of Latinus's city, Laurentum, is related to the sacred laurel tree that grew in the court of his palace and witnessed the omen of bees which predicted the marriage of his daughter, Lavinia, to Aeneas. Latinus's mother, Marica, and Turnus's sister, Juturna, (from *iuvo-iuvare-iuvi-iutum* = to help) are spring and water nymphs.

This list of names, which would be tedious in the hands of a lesser poet, becomes for Vergil a way of inhabiting the scenes of Aeneas's deeds with the spirits of water, trees, animals, shepherds, peasants, and kings.

King Latinus, disturbed by omens concerning his daughter, Lavinia, consults the oracle of his father, Faunus, in a grove below a sulphurous spring. Here he spends the night on skins of sheep freshly slaughtered for a preliminary sacrifice. He is duly visited by visions and voices of the gods below. A traveller on the Via Laurentina will notice about 15 or 20 miles south of Rome a penetrating smell of sulphur and, if he stops to investigate, will find a cave at the foot of a small, but steep hill bubbling with yellowish water.

Although it would be foolish to locate the site of Latinus's visions in a precise area, there can be no doubt that Vergil's description of the mephitic spring and its intoxicating influence was based on his own experience.

> "at rex sollicitus monstris oracula Fauni
> fatidici genitoris, adit lucosque sub alta
> consulit Albunea, nemorum quae maxima sacro
> fonte sonat saevamque exhalat opaca mephitim"
>
> VII 81–4

Ancient cattle market (today the Piazza Bocca della Verità) was site of Ara maxima, *where cult of Hercules flourished. Hercules was first Greek deity worshipped in Rome.*

> ("Latinus
> was troubled by such prophecies, and turned
> to Faunus, his prophetic father, seeking
> his oracles for help, in Albunean woodland
> and forest, where the holy fountain
> makes music, breathing vapor
> from the darkness.")

Not far from the "Croce di Solforata" south of the Via Pontina, lies Prática di Mare, where excavators 10 years ago made a most amazing discovery. Near this tiny town of 600 inhabitants, reputed to be the successor to ancient Lavinium (the city founded by Aeneas and named after his new wife), Italian archeologists found a row of 13 archaic altars hewn from primitive tufa blocks. An inscription similar to the lettering on the *Lapis Niger* stele in the Roman Forum enabled them to date the altars in the late 6th century B.C. The most astonishing feature of this discovery is the large number of altars and the fact that they were erected in the open air without any temple precincts. Both features point to a religious cult in which various communities participated, each one sacrificing on a separate altar, and a period in which Latin divinities were not anthropomorphic (hence not in need of temple habitations) but animistic. In Jupiter's prophecy to Venus in Book I of the *Aeneid*, Vergil attributes to Aeneas the founding of Lavinium and a rule of three years, while his son Ascanius is destined to transfer the capital and rule for 30 years in Alba Longa. We have already suggested the significance of the white sow and her 30 piglets for Alba Longa and the cities of the Latin League. Just as the supremacy within the Latin League shifted from one member city to another, from Lavinium to Alba Longa, to Aricia, Tusculum, and finally Rome, so the religious center shared by all member cities changed from one location to another. The cult of *Iuppiter Latiaris* (the Latin Jupiter) on Monte Cavo, the highest of the Alban Hills, grew to greatest prominence and was maintained by the Romans to the end of their history, but its essential features are the same as those at Lavinium: worship of the god was celebrated in the open air and consisted of a common meal shared by the various members of the League.

After this digression on Latium we return to Aeneas, whom we left on the banks of the Tiber. Here, near the river mouth, his comrades constructed the first Trojan camp on Latin soil, which in historical times will be the site of Ostia, the harbor of Rome. Although the oldest remains of the excavations in Ostia do not go back beyond the second half of the 4th century B.C., it is most likely that Vergil had seen the archaic tufa blocks that had walled the little square of the original *castrum* (camp) 300 years before Sulla rebuilt the city and surrounded it with more extensive walls.

The unfortunate hostilities that broke out between Latins and Trojans soon after the Trojans arrived forced Aeneas to follow Father Tiber's advice and sail upstream in search of help from Evander, the Arcadian founder of Pallanteum. This legendary colony on the Palatine Hill near the Tiber Island lacks historical and archeological evidence. But Vergil used the story of Evander and his city because it provided him with a splendid opportunity to introduce Aeneas to the future site of Rome.

The waves and woods marvel as the ships of Aeneas glide upstream against the law of nature:

> "rumore secundo
> labitur uncta vadis abies, mirantur et undae
> miratur nemus insuetum fulgentia longe
> scuta virum" VII 90–3
>
> ("Over the waters rode
> the oily keels; and waves and woods in wonder
> beheld the shields of men.")

As the Trojans follow the Tiber meandering around the Aventine Hill, they are sighted by a group of young men engaged in sacrificial rites on level ground near the river bank. Their leader, Pallas, son of Evander, bids Aeneas draw the ships ashore and—after friendly salutations—the Trojans disembark. The location is beyond question the *Forum Boarium* (cattle market) on the depression near the Tiber Island, and the Capitoline, Palatine, and Aventine Hills, where the cult of Hercules was celebrated according to Greek ritual in Vergil's time.

One of the many fascinating consistencies in modern Rome is the fact that in the church of Santa Maria in Cosmedin, erected near the site of the *Ara Maxima* (the Great Altar), icons, ritual, and language testify to the perseverance of Greek religious customs in this area of Latin Rome. The intrusion of a Greek divinity, Heracles, and Greek ritual into this most ancient part of the city was, perhaps, the reason why Vergil followed Varro in identifying Latin names with Greek phenomena. Such identifications also lent dignity and antiquity to the humble origins of Rome. Thus the Palatine Hill was named not after the Latin Pales, divinity of shepherds, but after Pallas, the Arcadian ancestor of Evander, while the name of Evander (from Euandros) is most likely a Greek adaptation of Faunus, the favorable one. Faunus in turn, because of his many similarities to the Arcadian woodland spirit, was identified with Pan, while the purificatory festival in his honor, the Lupercalia, (from *lupus* = wolf and *arceo, arcere* = to ward off) and his shrine ("Inter duos lucös" = between the two groves) were associated with the Arcadian shepherd feast, the *Lykaia*.

Vergil knew that there was a primitive society along the Tiber before the legendary hellenization through

Michelangelo's Piazza del Campidoglio atop Capitoline Hill, view toward Tiber.

Roman Forum from Palatine Hill.

Evander and his people occurred. So he has Evander, after establishing friendly relations with Aeneas and recognizing in him a distant relative, take his guest on a sight-seeing tour through Pallanteum. Aeneas's host is learned and eloquent. In a brief survey he explains the evolution of the first inhabitants: fauns, nymphs, and spirits who had sprung from stones and trees evolved first into hunters and gatherers, then into nomadic shepherds, and finally formed an agricultural community of city dwellers. Responsible for this progress is Saturnus, god of agriculture, whom we have met as the founder of the Latin race. Thus we find in Evander's speech the

transition from a Ligurian Stone Age culture to the Iron Age culture of the Villanova people. Most recent excavations on and near the Palatine have shown that the hill was settled not, as had been thought, in the 8th century B.C., but as early as 2000 B.C. Vergil's poetic vision has, therefore, been more true to history than had once been thought.

Evander enlightens his guest also on the reasons behind the cult of Hercules. Cacus, the monster whose name means evil (from the Greek Kakós), threatened the whole district with murder, fire, and smoke from his seat on the Aventine Hill. When Hercules halted near the Tiber Island with Geryon's cattle for a brief repose during his strenuous journey through Italy, the notorious thief Cacus dared steal the most beautiful specimens of his herd. Hercules, awakened by the bellowing of a cow, fights a fierce duel which ends in his complete victory and in death for the monster. Cacus's fiery breath and his huge cave leave no doubt that he embodied the spirit of a volcano once active, but now extinct. Hercules, on the other hand, represents the culture hero, who frees people from local monsters and raises them to a higher level of civilization. Thus he is for Vergil the prototype of Aeneas (and, ultimately, of Augustus).

Hercules and Aeneas both suffer from the pursuit of a wrathful Hera-Juno, both learn and are purified by wanderings, trials, and errors, both come from the East to bring a higher level of civilization to the West, both are sons of a divine parent destined to gain divinity in death and become gods protective of their new homelands. As Hercules prefigures Aeneas, so Aeneas foreshadows Augustus. It is no coincidence that Book VIII, which began with the Hercules episode on the site of Rome, ends with the description of Aeneas's shield, where Augustus's victory over the irrational forces of Egyptian monsters is portrayed in language reminiscent of Hercules's victory over Cacus.

Evander now takes his guest to the Capitoline Hill, (the *Mons Saturnius*, sacred to Saturn) at the foot of which Saturn's temple was erected and he was given custody over the Roman treasury. To conceive of this place as a wooded hill alive with spirits must have been as difficult for citizens of Augustus's Golden Rome as it is for a modern visitor to Michelangelo's Piazza del Campidoglio.

Nevertheless, Vergil's art evokes this primeval image in a few exquisite lines:

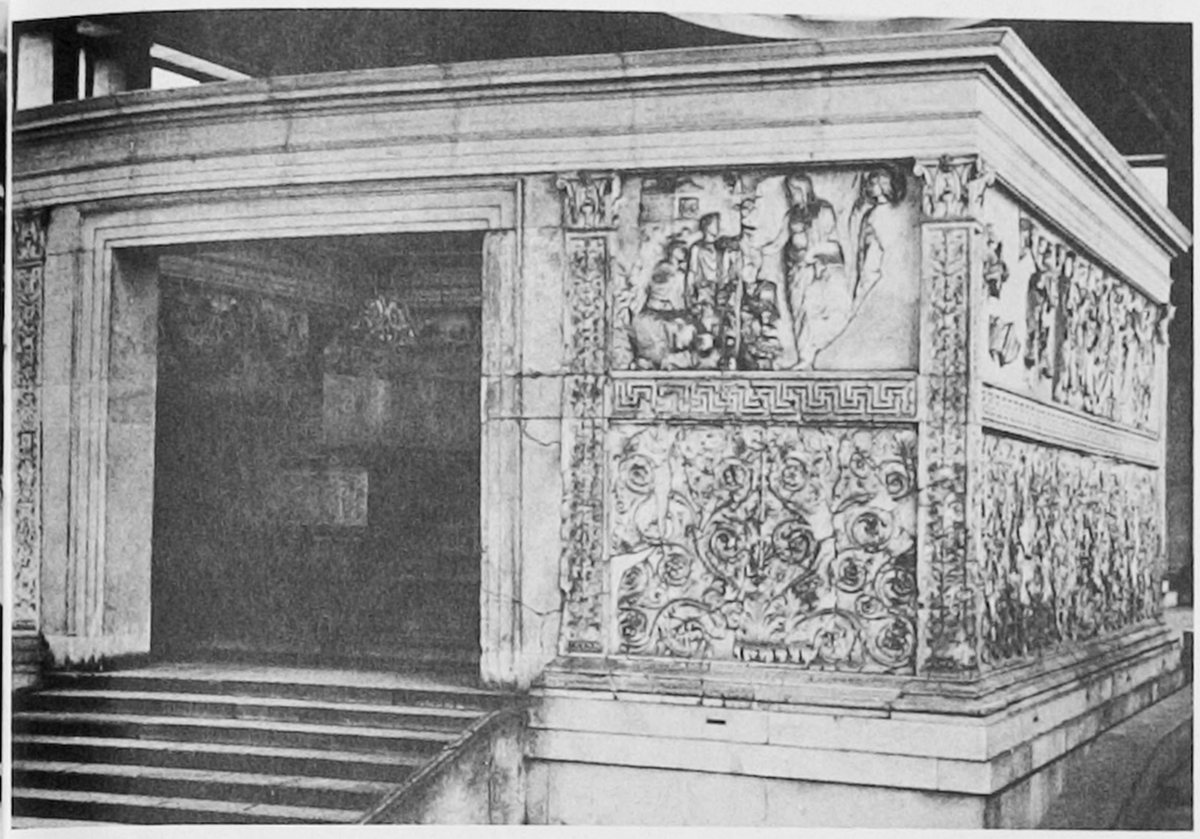
> "hinc ad Tarpeiam sedem et Capitolia ducit
> aurea nunc, olim silvestribus horrida dumis
> iam tum religio pavidos terrebat agrestis
> dira loci, iam tum silvam saxumque tremebant."
>
> VIII 347–350

Tomb of Augustus

("They went to the Tarpeian house, and a place
golden as we now know it, once a thicket,
once brush and briar, and now our Capitol.
Even then men trembled, fearful of a presence
haunting this wood, this rock.")

From the Capitoline Hill the two men proceed to Evander's house, where Aeneas will spend the first night on the site of Rome. With a rare touch of humor Vergil describes what they see in the valley below and on the Esquiline hill opposite: cattle grazing and—oh wonder—the bellowing of cows reaches their ears from the Forum and the most fashionable quarters of future Rome.

Evander's house was situated, without doubt, on the northern edge of the Palatine Hill. It was here that the hut of Romulus reputedly stood and where Augustus later built his simple palace, the "Casa di Livia." When in 1948 Italian archaeologists discovered, there, the foundations of three wattle-and-daub huts characteristic of the *Capanna* type associated with the 8th century B.C. Villanovan culture, they named the most prominent one "Capanna di Romulo." The period corresponds perfectly with the traditional date for the founding of Rome. Whether Vergil was aware of this early settlement on the Palatine or not, he chose this site for Aeneas's first night on Roman soil because he wished to link the house of Evander, where Hercules had already received hospitality, to Aeneas and through Aeneas to Augustus. He emphasizes the humbleness of the dwelling by using the descriptive adjectives *pauper* (poor), *angustus* (narrowly



Altar of Peace built by Augustus circa 13-9 B.C. in the Campus Martius to celebrate victory over Gauls.

confined), *humilis* (humble), *egenus* (needy). Through the mouth of Evander he teaches Aeneas the virtue which Augustus, by his example, wished to foster among his Romans:

> "aude, hospes, contemnere opes et te quoque
> dignum finge deo, rebusque veni non asper egenis."
>
> VIII 364–5

> ("Dare, O my guest, to think of wealth as nothing, make yourself worthy of the god, and come here without contempt for poverty.")

Again Hercules, the Stoic hero *par excellence*, figures as the prototype of both Aeneas and Augustus. By entering the humble hut that had housed the mighty god, Aeneas learns the Stoic virtue of *aut´rkeia* (self-sufficiency) and is completely transformed from his former self. The poet subtly implies that both he and his distant descendant will also achieve the divinity that Hercules had won through virtue.

On the following day Aeneas leaves the site of Rome with Pallas to seek help from the Etruscans north of the Tiber. The nearest road from the Palatine to Etruria was in historical times the Via Flaminia. At the northernmost end of the Campus Martius, where the road passes closest to the bend of the Tiber, Augustus was to build a monumental tomb for himself and his family.

Its central mount, on a vaulted substructure inspired by Etruscan tombs, set an example for Hadrian's tomb and for the early Christian sepulchral churches such as Santa Costanza on the Via Nomentana and, ultimately, for St. Peter's. The first to be buried here was Augustus's nephew Marcellus, the young man whose death Vergil bemoaned in Book VI of the *Aeneid:*

> "tu Marcellus eris, manibus date lilia plenis
> purpureos spargam flores." VI 883–4

> ("You are to be Marcellus, let me scatter lilies, or dark-red flowers.")

Placed next to the mausoleum of Augustus, but originally located farther south on the Via Flaminia, is the *Ara Pacis* (Altar of Peace) decreed by the Senate in 13 B.C. and consecrated in 9 B.C. to celebrate the pacification of the Roman world after Augustus's victories in Gaul and Spain. The finest specimen of Augustan art, it is a piece of subtle propaganda for the *princeps*, his family and his program. It also bears vivid testimony to the fact that, well after Vergil's death, the *Aeneid* had left its mark. The panel on the right of the entrance shows Aeneas veiled in the act of sacrifice with the Penates in the background and his attendants in the foreground holding the sacrificial offerings: spelt cakes and a white sow!

On the left panel of the opposite side, we see a female figure surrounded by symbols of fertility: babes, animals, plants, the spirits of water and air. Carrying the features of the empress Livia, she portrays undoubtedly Italy, the motherland, as she is celebrated in Vergil's *Georgics* (173–4):

> "salve, magna parens frugum, Saturnia tellus
> magna virum"

> ("Hail, Saturnian land, great mother of crops, great mother of men.")

These two panels symbolizing Italy are flanked by two panels representing the city of Rome and linked together by the sacrificial procession that leads toward the entrance. At the head of the procession on the south frieze we see Augustus, head of state and, after 12 B.C., *Pontifex Maximus*, head of the state religion.

Like his ancestor, Aeneas, he is shown with his head veiled, accompanied by consuls, members of his family, priests, and by attendants with sacrificial utensils. This fusion of religion with politics will prove an ominous inheritance for Augustus's successors in the Roman Empire and on the throne of St. Peter across the Tiber. However, its precedence and example is seen in the fusion of Trojans with Latins, in the union of Aeneas with Lavinia:

> "sacra deosque dabo; socer arma Latinus habeto
> imperium solemne socer." XII 192–3

Above, frieze portraying Italy and/or Mother Earth, on Altar of Peace. At right, profile head of Augustus leading sacrificial procession, detail of panel on Altar of Peace.

("Let both unbeaten nations
on equal terms enter eternal concord.
I will establish gods and ceremonial;
my sire, Latinus, keep his arms, his sceptre.")

As a personality Aeneas is possibly less interesting than the "wrathful" Achilles, the "cunning" Odysseus, or even the passionate Dido, and the fiery Turnus. Vergil imposed too great a burden on his hero, perhaps, by assigning him too many roles at once: the Hercules-type culture hero, the Romulus-type city founder, the function of Augustus as law giver, and even the missionary spirit of the whole Roman people:

"tantae molis erat Romanam condere gentem."

I, 33

("Such a struggle it was to found the race of Rome.")

As a moral character, however, who grows by the acceptance of his responsibilities, Aeneas is intimately linked with the Italian soil and the site of Rome:

"Hic domus, haec patria est" IV 347

("There is my love, there is my country.")

And it is Aeneas's justice, as manifested in Italy and the Rome-to-be, that becomes the token of identification for his poet, Vergil, when Dante, that most Italian of poets, introduces Vergil, unnamed, as his guide through Hell and Purgatory:

"Poeta fui, e cantai di quel giusto
figliol d' Anchise che venne da Troia . . ."

Inf. I, 73–4

("I was a poet, and I sang of the just
son of Anchises, who came from Troy . . . ")

The Human Face of Financial Aid

By Charles D. Brakeley, Director of Financial Aid

Countless articles are appearing these days dealing with Financial Aid in terms of the mechanical determination of need, parents' contribution, awards, etc. Taking a slightly different approach, I would like to describe what Financial Aid is and how it is applied to students' personal problems here at Middlebury.

First, the Financial Aid office makes annual application for operating funds to both the College and the federal government. It then must try to outguess each of them as to 1) *when* we will receive notice of our allocation, and 2) how much it will be. At the end of each academic year, both the government and the College must have a detailed report on how the money was spent.

Financial Aid also carefully reviews each year several hundred Parents' Confidential Statements along with the personal file of each student concerned, to verify the computations that have been received from the College Scholarship Service. We also verify the computations and loan applications of students enrolling in the Graduate Language Schools Abroad.

The Office of Financial Aid also—

—holds a question-and-answer seminar for each Freshman class to explain constantly changing federal and state regulations on the grant and loan programs. We try to make clear, also 1) how their financial aid was determined, and 2) how the renewal procedure will operate through their remaining years at Middlebury.

—tries to keep current on the annual, semi-annual, and even quarterly changes in the federal policies concerning its several financial aid programs.

—attempts to match "x" number of students with "y" number of individual job interests, and "z" number of available jobs for the coming year.

—consults with the Financial Aid Committee on possible withdrawals of grants from students who are having academic difficulties, and for periodic review of proposed budgetary and policy changes.

—creates and constantly revises a score of different forms to control and administer the various aspects of the Financial Aid program, and to respond to the frequent changes required by the federal government in administering their programs.

—plans a summer College Work-Study Program to allow students to take part in meaningful community-service projects. (This planning must be done in the Spring at a time when we usually have little indication of the extent to which the federal agencies will fund such a program.)

—selects each year the recipients of our several named scholarships, trying not to give a scholarship which is "to be awarded in the sophomore year to a male student from Vermont majoring in Sciences" to a senior girl from Hawaii who is majoring in Art.

—gives donors of our scholarship funds a personalized report at least twice a year of the recipients' college activities and arranges special campus occasions for those donors who like to meet "their" scholars each year.

—consults frequently with the Cashier (the unsung hero of the financial-aid operation at Middlebury) on how best to handle emergency financial situations or to persuade parents of the justness of our determinations of their "fair share" of their student's expense.

—and lastly, serves as advisor on financial and immigration problems for our foreign students.

I think the simplest way to give an idea of what Financial Aid really is, would be to take some of the pat phrases which we deal with almost daily and try to suggest something of the people and problems which lie behind these phrases.

One of the more frequently used expressions is "*other extraordinary expenses.*" Consider the case of a family with three children, one just entering College, and an income in the $10,000 to $12,000 range, that has been regularly contributing 1/10 of this income to the church.

In other words here is a family that "tithes." How should one treat such a family in deciding how to award financial aid for the coming year? Any assessment of family financial need that overlooked their church contribution would be inaccurate; yet another family could charge that by taking that tithing into account the College was in effect underwriting the family's religious contribution. We had to rule that this was a discretionary expenditure of the parents and the student had to take a student loan to fund her education.

Another phrase, constantly used, is "*a fair parent's contribution.*" Under this heading I would present the case of parents with assets of over $100,000 who are saving for their retirement and prefer not to use these assets to help out their daughter with her college costs. An extended exchange of correspondence, phone calls, and personal contacts, finally convinces the parents that they should be contributing a reasonable share of these assets.

In a repeated variation of this theme, families sometimes try to cut off support for their daughter at the end of her sophomore year. One gets the impression that the parents had originally tried to convince the girl to go to a junior college and had not succeeded; these insensitive parents only succeed in placing their daughter in an embarrassing and even humiliating situation. In the several such cases in recent years, combined pressures of the Cashier's Office and the Financial Aid Officer have finally gotten results, but it has not been a pleasant undertaking.

Then there is the question, "*Is applicant a United States citizen?*" We run into all kinds of difficult situations, here, because of course we are not allowed to use federal aid of any kind to help non-citizens. For example, we have had a student from a Middle Eastern country where the only money available for foreign study was provided by the Russian government for study in Moscow. (We arranged a College grant and a College loan.) And we had another student from England a couple of years ago whose financial problems were considerably aggravated by the devaluation of the British pound.

Then, I recall a Canadian student whose wife could not work without a visa. She was perfectly willing to work to help support her husband's education, but it took almost six months of phone calls, telegrams, and letters (including contact with a Vermont Senator in Washington) before the visa was finally cleared.

Another phrase that conceals some very sensitive personal problems is "*medical and dental expenses.*" The father of a recent graduate had a mental breakdown while the son was in college. The boy at the same time had spread himself quite thinly in various extracurricular activities. When the combined strain was finally too much for him, he withdrew, returning to college the next year. Of course, the family income had been drastically reduced because of the father's illness and his resulting unemployment. Fortunately, with the combined help from one of our generous donors plus federal support involving a job and a loan, it was possible for this young man to complete his education.

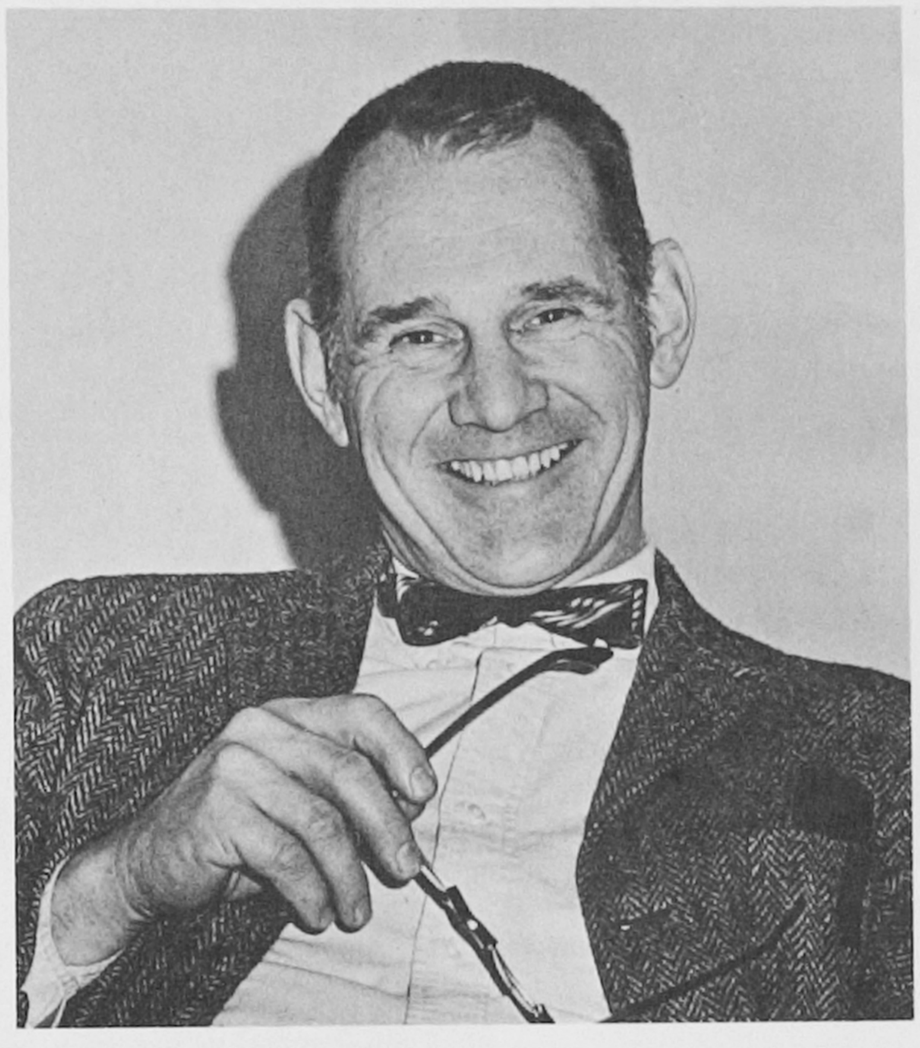
"*Is the applicant married?*" When an aid applicant marries before graduation, we must have answers to such questions as: "Will the family continue to help? If so, how much of the College costs will they continue to pay? Will the spouse work? How much will he or she be able to contribute toward college costs etc." All of these very personal questions must be fully investigated before a fair award, if any, can be made.

In the matter of "*student loan requirement*" we have recently been encountering students who are hesitant about signing the oath of affirmation which must accompany every National Defense Student Loan; this oath is very similar to the one that the President of the United States takes. In one case, the student came from a family in which several close relatives were conscientious objectors, and the boy had a very difficult personal moral decision to make . . . which of two conflicting principles was to bow to the other? (On the other hand, we have had a student who refused to sign the oath "to support and defend the Constitution and Laws of the United States against all enemies, foreign and domestic" at the same time that he and his family were accepting both Veteran's-Administration and Social Security benefits from the federal government.)

Many students wonder how "Defense" got into the National Defense Student Loan Program. This program was instituted in 1958 as an immediate reaction to the launching of Sputnik I. Its purpose was to enable many

talented students of limited means, particularly those with skills in science and languages, to get a college education. Surprisingly enough, the money is *not* provided by the Defense Department, but by the Department of Health, Education and Welfare, and vouchers for funding the programs are actually filed through the National Institutes of Health (part of HEW).

The phrase, "*student's father is deceased,*" will always remind me of an unhappy event involving a recent undergraduate. The girl's family had elected to provide for her education by regular payments through the Insured Tuition Payment Plan. When the father died, it was expected that the girl's tuition would be completely covered for the balance of her upperclass years by the ITPP. However, when the father's death was ruled a suicide, which voided the policy, the student was left with only the paid-in cash for that particular semester. Fortunately, the College was able to move in with substantial help for this girl through loans, a job, and a grant.



Charles D. Brakeley

"*List number of dependent children*" is a regular requirement in our work. We periodically have the student who, upon turning 21, "does not wish to be a financial burden to his parents" any longer. We inform the student that, although we may sympathize with his private Declaration of Independence, unfortunately the Financial Aid budget cannot afford this luxury. Simply stated, the College cannot deviate from its policy that "Financial Aid at Middlebury proceeds on the assumption that a student's family will first make a maximum effort to finance the student's college expenses." All federal, College, and other sources of aid must be viewed as supplemental to this family obligation. Any other interpretation is patently unfair to the families who are contributing their fair share.

Another item engraved in my memory is "*parents divorced; both remarried; applicant lives with mother and stepfather.*" In this case the stepfather decided after a few years in America to take his own children and the mother of the Middlebury student and return to his native land. Our student and her full brother and sister were left alone to fend for themselves in this country. Using the combined help of one of our generous foundation donors, funds of the College, and federal funds, we were able to help this girl complete her education at Middlebury.

When you combine two phrases "*net income*" and "*number of children in college*", one can cite the case of a family with net income of a little over $25,000 but with three children in private colleges at the same time! By simple arithmetic (3 children times $4,100 each) you come up with $12,300 in annual college costs. Then include a better than $4,000 income tax and it can be seen that even this "well-off" family is going to need *some* financial aid to help educate all three of their children at once.

And finally, how do you handle the expected contribution from an "*applicant's summer earnings*" when you find that the student, herself an orphan, voluntarily took a low-paying job in a social-service program helping the the re-orientation and rehabilitation of young orphans?

There you have just a few of the specific human trials that are hidden behind the various Financial Aid information forms that we handle. And it is these students and parents and their problems that must always remain at the focus of financial aid work. Our aim is to treat these problems on as personal and non-mechanical a basis as possible; we are fortunate that our present enrollment at Middlebury allows us to adhere to this policy.

Woodsman's

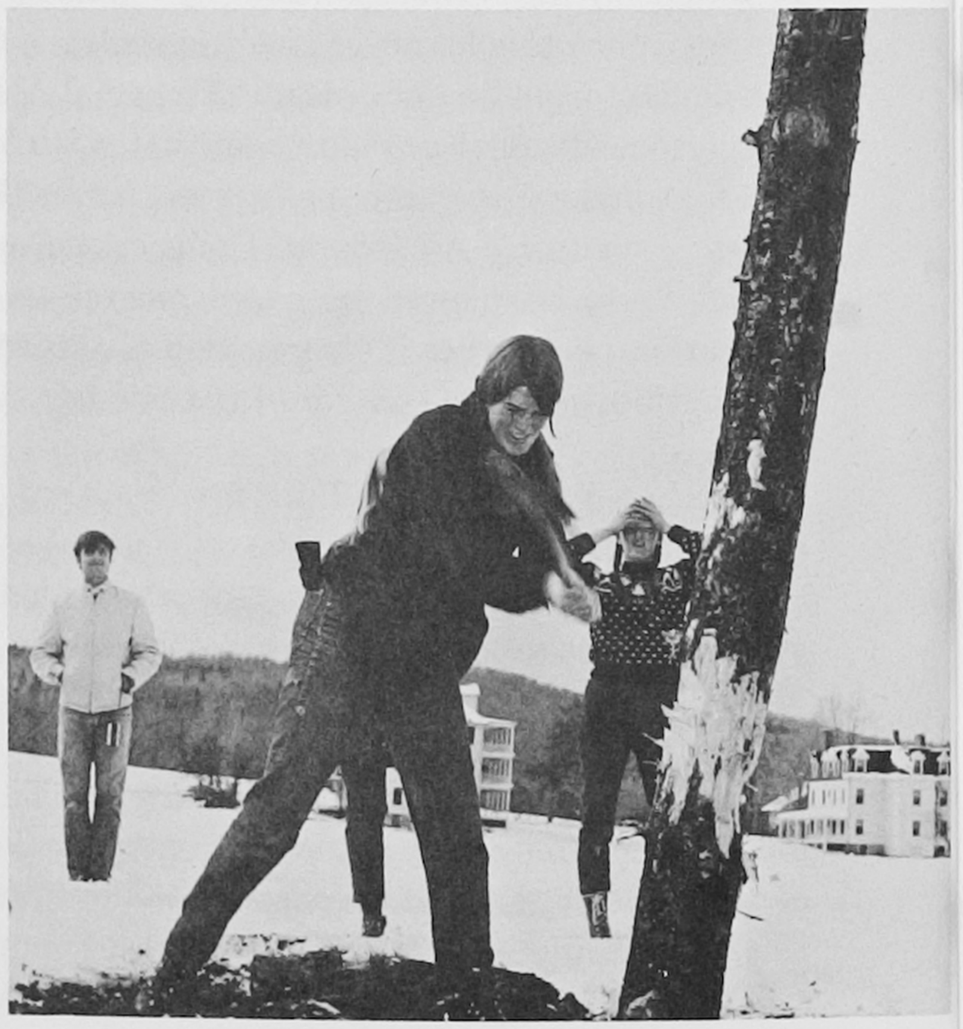
Four Maine-iacs demonstrate how they sah timbeh Down-East. Maine won this event (cross-cut sawing) and the ax throw to finish third overall.

Middlebury's 19th Woodsman's Weekend was held in raw weather on a snow-clad Bread Loaf campus, October 25th and 26th, and the Panthers could manage only one first (in buck sawing) as they finished last of six teams. Of the five colleges represented, only Dartmouth and Middlebury do not offer a forestry program. Two teams entered from Paul Smith's College, near Saranac Lake, placed first and fifth, respectively. Nichols, Maine, and Dartmouth finished in that order behind Paul Smith's "A" team.

Scoring 95 or better in nine of the 13 events, Paul Smith's "A" team took firsts (100 points) in pulp throwing, splitting, scoot loading, fire building, and doubles canoe slalom, Dartmouth managed firsts in

In scoot loading, a two-man team armed with peaveys rolls a tapered log 25 feet along ground and up a ramp onto platform. Elapsed time determines winner. Note that ramp is only inches wider than log.

Lyn Tennyson '70 from Philadelphia models Bread Loaf version of "The Agony and the Ecstasy":

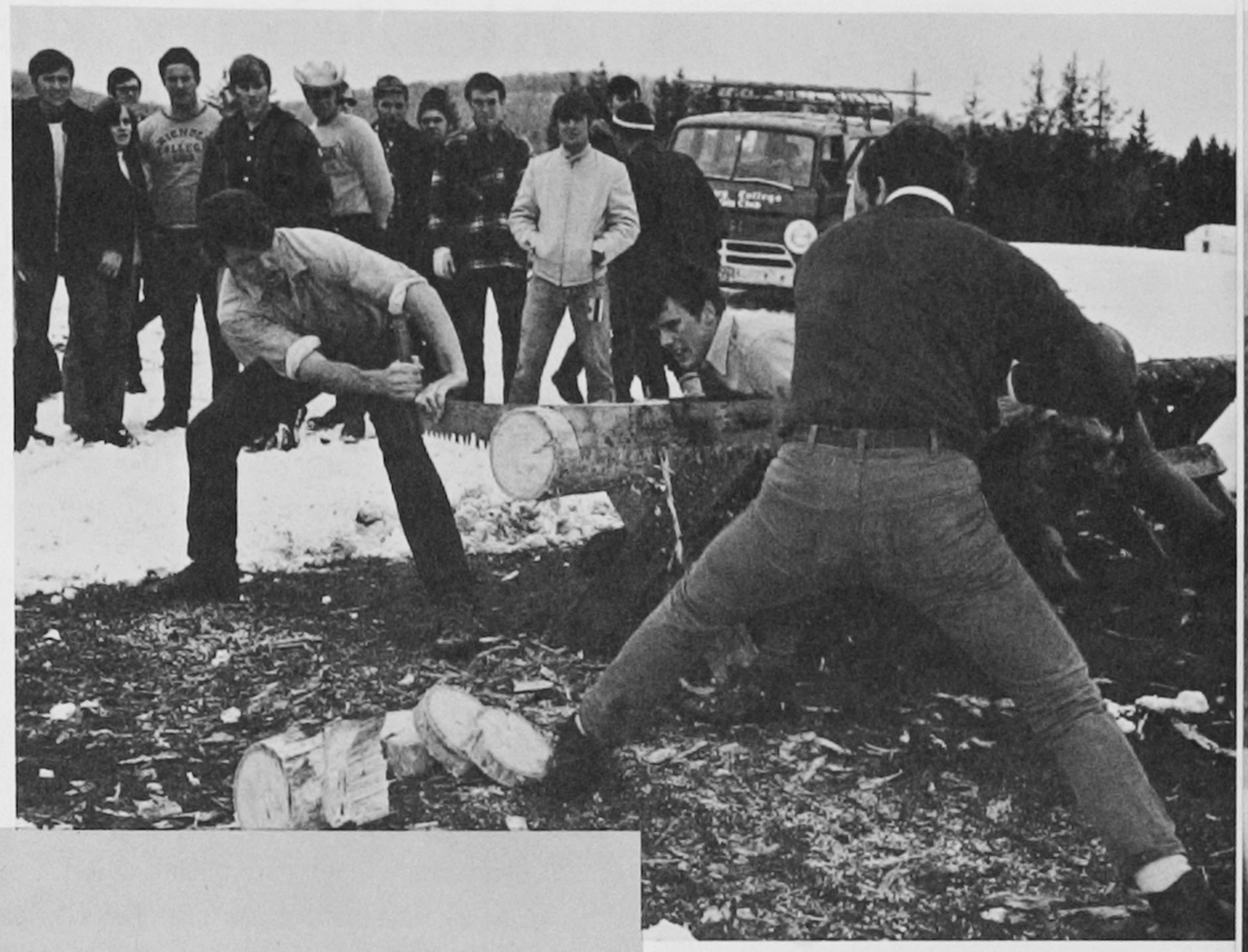


Weekend

felling for accuracy, pack race, and canoe portage. The host team stumbled badly in three events—ax throw (25 points), speed chopping (49), and splitting (44)—and scored only 56 in fire building (only Dartmouth was worse with 23).

Each team consisted of six men. Only Middlebury entered a women's team so our girls competed against the clock in nine of the 13 events.

Lumberjack events were on Saturday, canoeing events on Sunday morning. Saturday evening the Middlebury Mountain Club, sponsors of the Weekend, laid-on a chicken barbecue which was followed by square dancing in the Bread Loaf barn. Visiting teams were housed overnight at Bread Loaf.

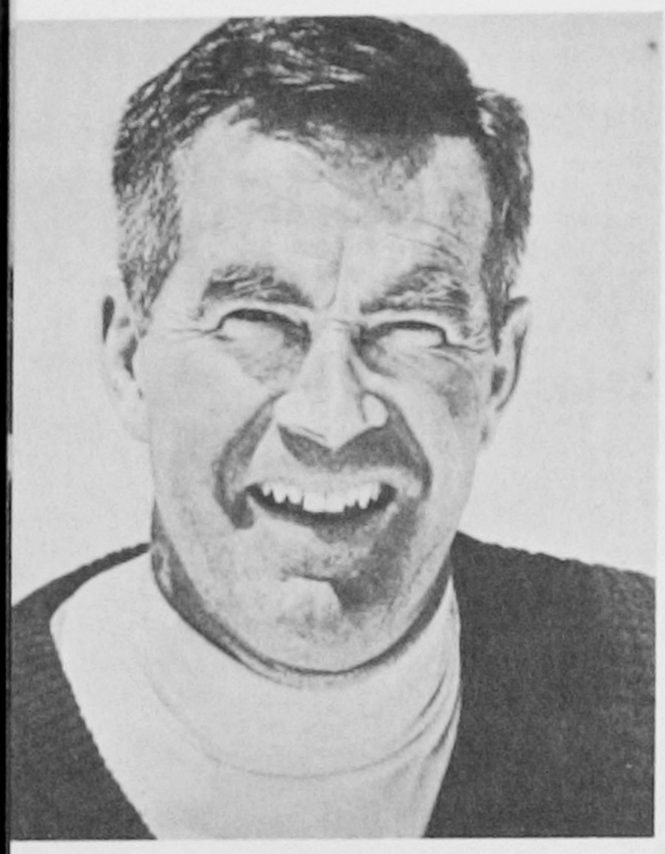


Above, as Newell Hill '72 and Dick Pukatch '71 saw, John Boss '72 & friends s-t-r-a-i-n to h-o-l-d- that log.

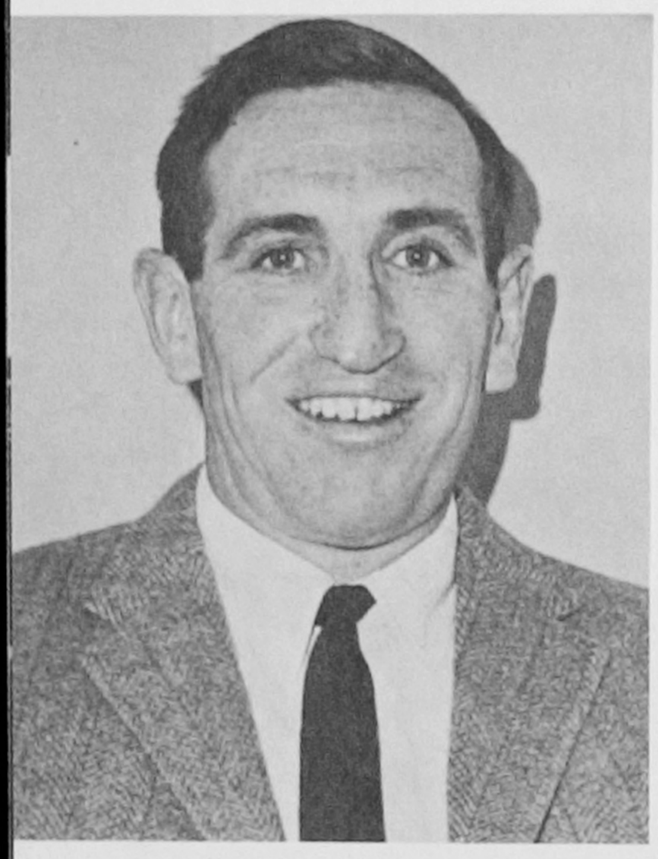
Sandwiches, coffee and warmth at Saturday lunch—and not a cigarette in sight.

as classmate Gail Davidson, background, prays and unidentified misogynist at left enjoys watching the girls suffer.

Above, Dartmouth placed second in pulp throwing. With two pits as in horseshoes, 1st man throws 3 logs, 2nd man throws 'em back, scoring one point per log that lands between pegs. Shortest elapsed time to score 48 points wins.



Don Henderson '49



John Bower '63

Middlebury Men in National Skiing

Eight Middlebury men play key roles in the 1969–70 national ski season and some undoubtedly will wear the U.S. emblem in the 1972 Winter Olympic Games. They include a U.S. National team coach; the head coach and assistant coach of another U.S. National team and of the Olympic team; a National team manager; and four members of U.S.E.A.S.A. ski teams.

Leading the list is Don Henderson '49, recently named to the top post in U.S. amateur skiing—slalom-downhill men's coach for the National and Olympic squads. He inherited the job from another Middlebury alumnus, Bob Beattie '54.

Henderson worked with Beattie in readying the U.S. alpine squad for the 1964 Olympics, and coached the U.S. National Junior Alpine Team in the East in 1958 and 1961. He has coached skiing at Holderness School, Plymouth, N. H., for the past 12 years.

Don plunged into his new job with enthusiasm and energy: he ran a grueling camp last summer at Mammoth Mountain, Calif., conducted a camp at Mt. Hood, then after more dry-land work helped his skiers optimize their racing tucks by means of measurements in Lockheed's wind tunnel in Burbank.

The National team is now training and racing on the European circuit, leading to the FIS World Championship at Val Gardena, Italy, February 3–16. Don is familiar with skiing in Italy; as a member of the 10th Mountain Division he saw action in the Apennines during World War II where a leg wound nearly ended his skiing career.

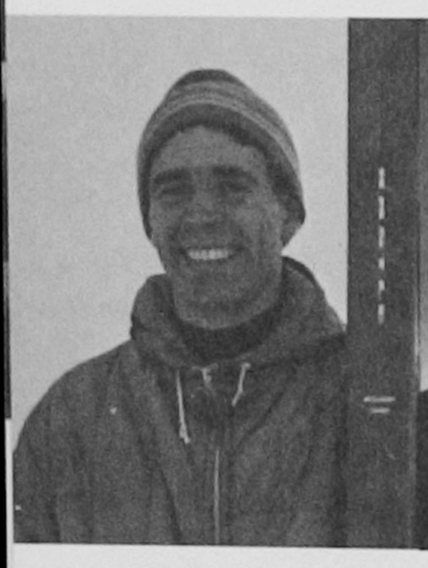
Middlebury varsity ski coach John Bower '63, continues as nordic-combined coach of the National Team. Twice an Olympic competitor and a leading U.S. nordic-combined skier when he retired in 1968, John will give the National nordic-combined squad the benefit of his experience in international competition. Bower was the top American nordic-combined finisher in the '68 Olympics before he stunned the skiing world at Oslo by becoming the first American to win the King's Cup, second only in prestige to the Olympic title.

Don Henderson has named as his assistant coach John Clough '64, another fine Middlebury alpine racer. Clough captured both the slalom and giant slalom events at the 1964 NCAA Ski Championships. He was a member of the National Team and gained valuable experience as Eastern men's alpine coach and as assistant to Al Merrill at Dartmouth.

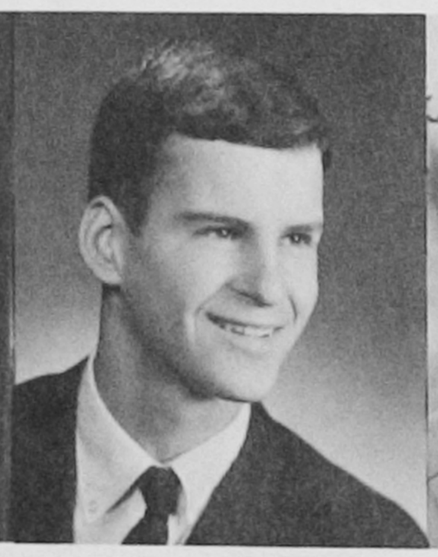
One of Bower's alpine skiers from last year's team, Steve Smith '70, from Skaneateles, N. Y., was selected by Henderson to serve as squad manager with responsibility for setting up accomodations and schedules and checking equipment and waxes.

In addition, four members of the 1969–70 Panther ski team have been named to the U.S. Eastern Amateur Ski Association's Eastern alpine and nordic teams. They are Steve Lathrop, a freshman from Amherst, N. H. who is top-seeded on the alpine squad for slalom and giant slalom; Joe McNulty, a sophomore from Hinsdale, Ill., who ranked third in the East last year in cross-country; and two Panther jumpers, Bruce McLaughry, a sophomore, and John Guest, a freshman, both from Hanover, N. H.

—Max Petersen

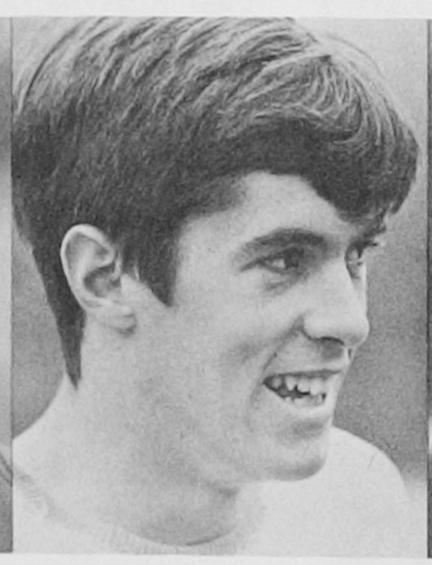


John Clough '64

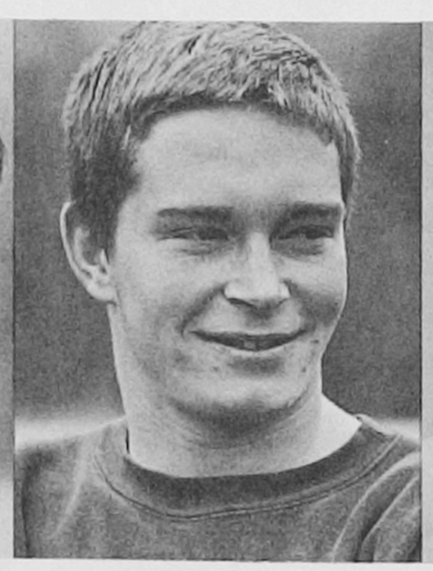


Steve Smith '70

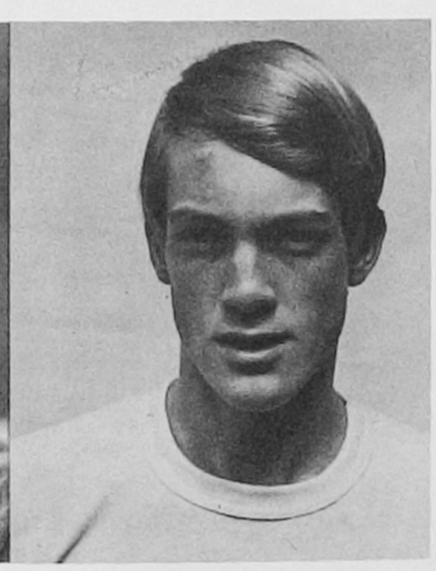
Steve Lathrop '73



Joe McNulty '72



Bruce McLaughry '72



John Guest '73

FALL SPORTS ROUNDUP

By Paul Witteman '65

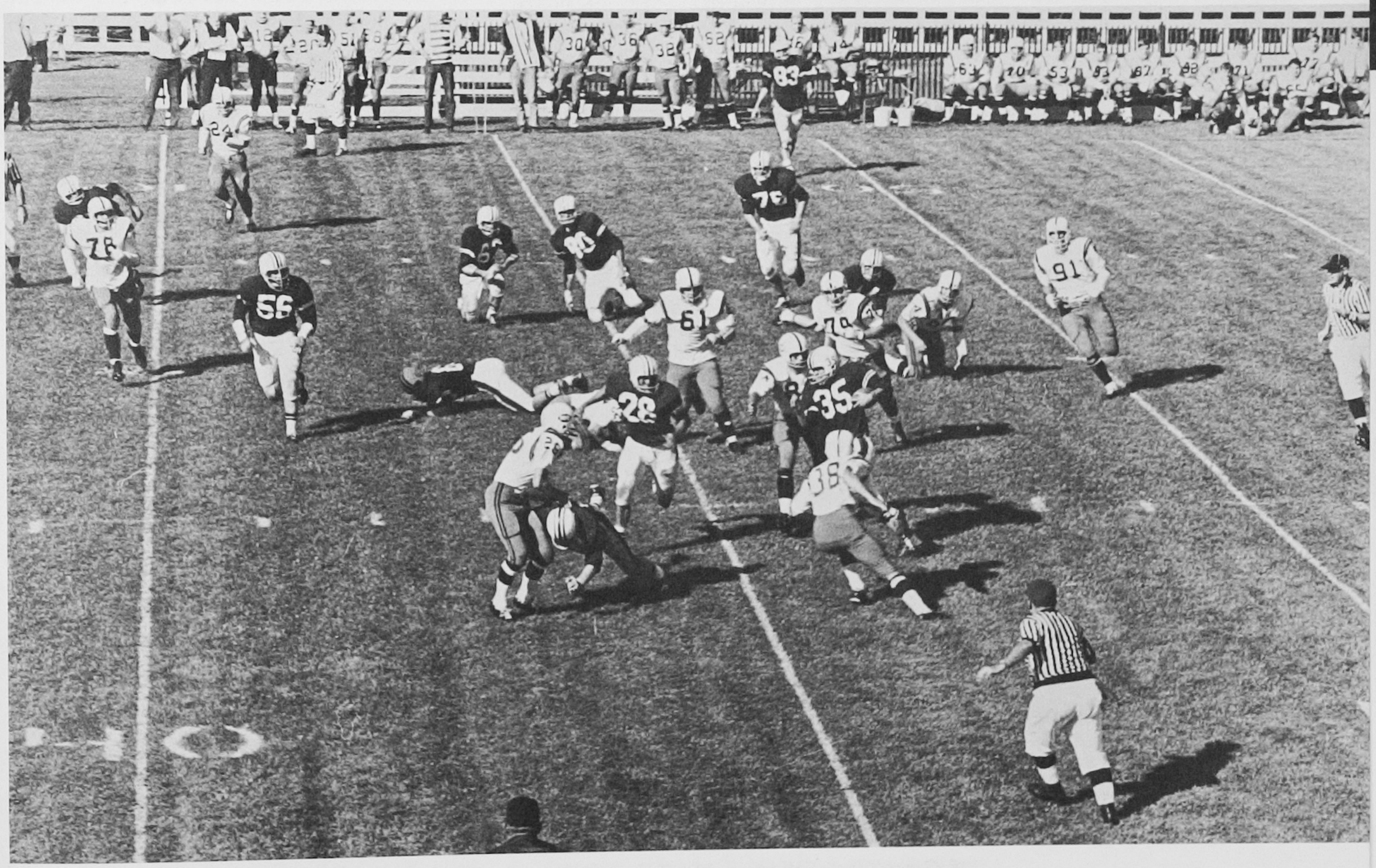
FOOTBALL

Pre-season rumors of football overemphasis at Middlebury proved prophetic in November as first-year head coach John Anderson and his freshman-dominated aggregation won twice as many games as last year's team.

Our gladiators posted a 2–6 record, an achievement that did not qualify us for a bid to the Rose or Cotton Bowls but nevertheless appears praiseworthy in this observer's opinion.

The record was achieved under trying circumstances of transition, by a team that started ten freshmen on offensive and defensive units that were consistently outmanned. That the record could have been a respectable 5–3 had a couple of breaks gone the other way is irrelevant but should hearten Panther fans who would like Middlebury football teams to compete on an even footing with her traditional opponents. That day is not far off, we predict.

The season began inauspiciously without co-captain Mark Yeager, who was lost in the preseason Bowdoin scrimmage with a knee injury that limited him to late season appearances as a kicker. Bates halfback Sandy Nesbitt ran through the young Panther defense at will, leading his team to a 31–14 win.



Glenn Geiger '71 of Scarsdale makes his cut in opener against Bates.

John Groos '73, tackle, and Lee Cartmill '71, end, watch the defense perform.

A Great Idea of Western Man? Even Yale and Dartmouth now have female cheerleaders.

Junior quarterback Barry Metayer and junior split-end Lee Cartmill, a combination that set nine school passing and receiving records this season, teamed up for a pair of touchdowns and a two-point conversion.

The following week Wesleyan pulled out a squeaker to open their undefeated season. After a well-executed game plan earned Middlebury a 20–7 third-quarter lead on Metayer's three touchdown passes, the Cardinals rallied for a 21–20 win and went on to win the Lambert Cup (shared with U. of Delaware) after an 8–0 season.

The Middlebury team gave its weakest performance of the season on the following Saturday against Worcester, whose mediocre team blanked our ineffective offense 15–0.

Williams and their all-East halfback Jack Maitland then rolled over the Panthers 37–14, giving the Ephmen their ninth consecutive victory in the series. Maitland ran for 227 yards, while Metayer ran for one Midd TD and threw to Cartmill for the other.

The Hamilton game was the heartbreaker of the year: the Continentals scored a last-minute touchdown on a fourth-and-long yardage play to give them an 18–15 victory.

Against RPI, sophomore halfback Bill DeSalvo ran his way to a berth on the weekly all-East team with a pair of touchdowns and led the team to its first win of the season 21–8. The defense that had allowed opponents an average of 307 yards a game on the ground, allowed the Engineers —34 yards, much gratifying former-lineman Anderson.

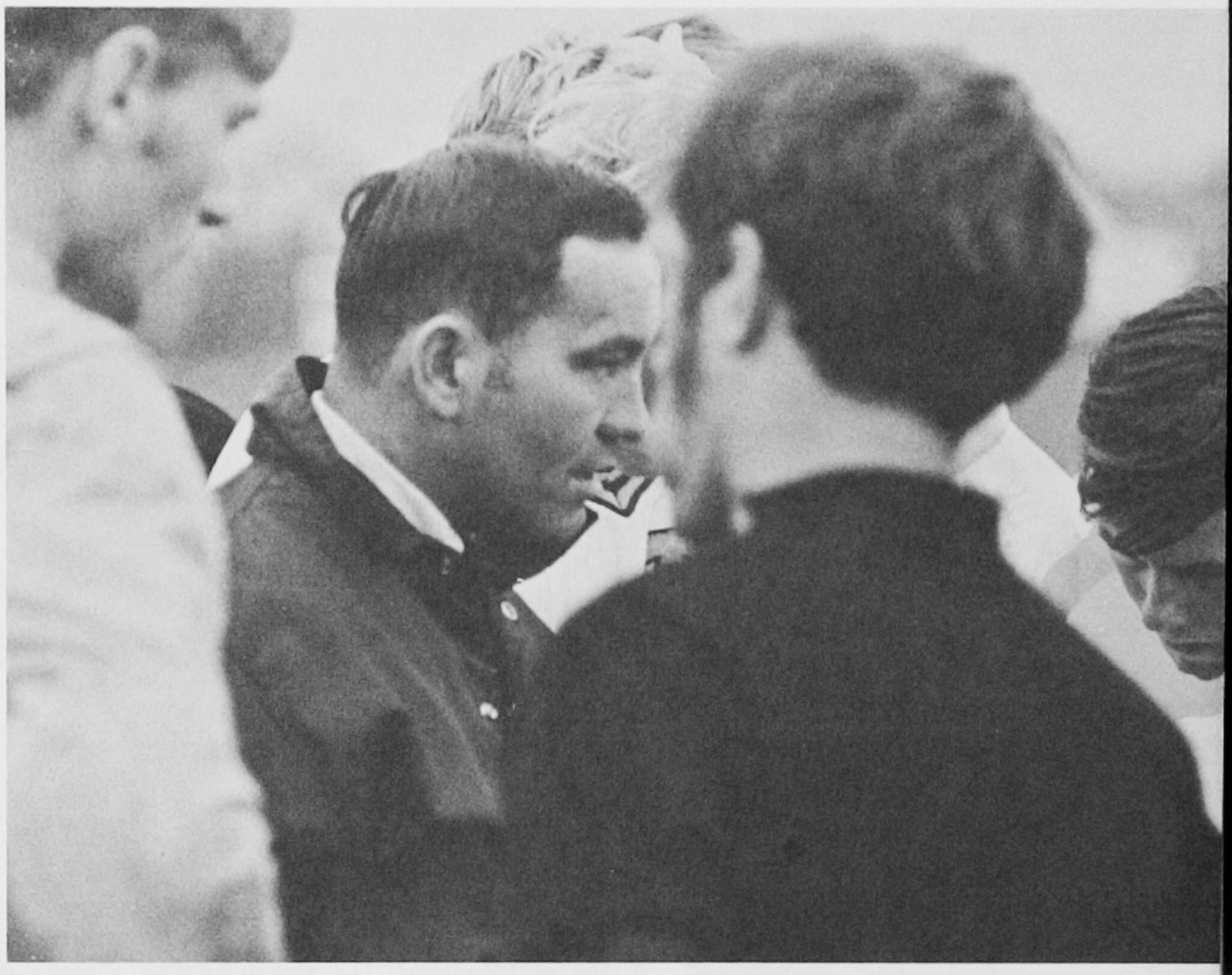
The intra-state game with Norwich developed into the traditional bloody battle as the highly favored Cadets eked out a 16–14 victory. Linebacker Chris Grejtak won a weekly all-East scroll for blocking a point-after attempt, intercepting a pass, and making 12 unassisted tackles. Freshman halfback Steve Stratos and junior Glenn Geiger were distinguished on offense.

For the first time in 23 seasons, Vermont did not provide the final opponent of the season; Coast Guard replaced the Catamounts in the Panther schedule. Geiger scored a first-period touchdown to offset an early field goal and the future sailors sank 7–3 into the mud of Porter field.

Over all, Metayer completed 94 of 188 passes including 11 touchdown passes, both establishing new school records: his career totals of 21 touchdown passes, 395 attempts, 191 completions, and 2,413 yards also qualify as new school records.

Cartmill's season statistics of 42 receptions and 551 yards gave him school records previously held by tight-end Charley Beall. He tied Beall's records of five touchdown receptions in one season and nine in his career.

Cartmill and Grejtak will co-captain next year's team, which loses only three senior starters, Tom DeRogatis, Jim McGill and Griff Strasenburgh.



Coach Lawson gives quiet advice to Jim Spitz '72.

SOCCER

First-year head coach Tom Lawson engineered one of the great comebacks in Middlebury soccer history this fall as he brought his team back from a 2–4 record and guided it to its 16th consecutive winning season.

Lawson's Panthers duplicated last season's 5–4–1 record and did it the hard way—beating a 7–2 Norwich team and forcing the best team Vermont ever fielded to settle for a 0–0 double-overtime tie—all in the last three days of the season.

This minor miracle was achieved by a squad that had melted from a pre-season turnout of 38 to a sophomore-studded corps of 21. The dedication of this cadre reaped dividends in the last two weeks after some dark early-season moments.

Dartmouth, on its way back to a prominent place in New England soccer, spoiled Lawson's college coaching debut and broke his personal winning streak of 57 games as a coach by blanking the Panthers 3–0 in Hanover. The Indians did it all in the final period, breaking open a close game.

Colgate returned to the schedule after a 13-year hiatus and sent the Panthers to their second shutout defeat, 1–0, in the worst game the team was to play all season.

The first home contest of the season against traditional rival Williams gave the team their first win, 1–0. Goalie George Barr turned in the first of his three shutouts of the season and senior Woody Jackson scored the first Midd goal of the year on a penalty kick.

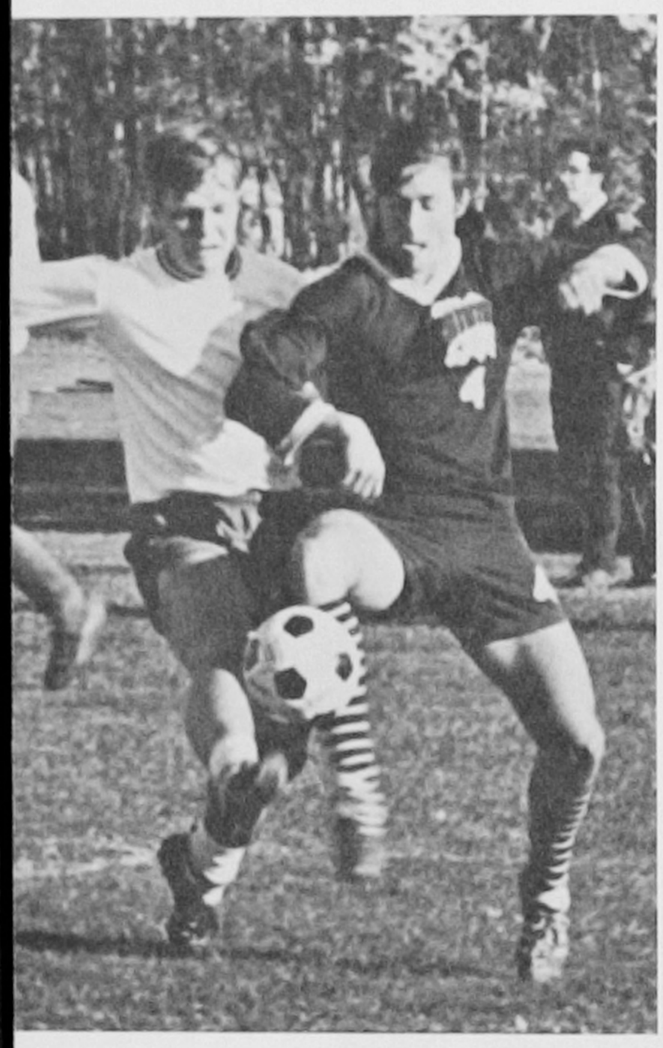
New-England-power Springfield eked out a 2–1 home victory over the improving Panthers—a far cry from last year's easy 7–0 Springfield win.

With a 1–3 record entering the Homecoming game with undefeated Union, the Panthers exploded with a four-goal barrage and easily shut out the Dutchmen 4–0.

On the following Wednesday, the team was as flat as they were high against Union, and high-scoring RPI blitzed their way to the first victory an Engineer soccer team has ever enjoyed over Middlebury. The score was an embarrassing 6–0 as RPI sophomore Casey Trappenburg, the East's leading scorer, achieved a hat trick.

With a 2–4 record, then, the team began its amazing stretch run of three wins and a tie by defeating Connecticut and old coach Joe Morrone, 4–2, in Storrs.

The team made it two in a row, beating MIT 2–1 at home as leading scorer Howie



On a mid-October afternoon, terpsichore with RPI: above, Howie Verman from Yonkers; below, Hank O'Neil from Granville, Ohio.

Verman drilled home both goals. Middlebury thus took a 4–4 record into the first game of the state series against Norwich.

The Cadets had won seven of nine games when they took the field in a driving rainstorm at Middlebury. Eighty-eight minutes later they trudged off the muddy field soundly beaten 3–1 by their underdog hosts. Verman had his second consecutive two-goal game and fullback Tom Stasz pumped home the other goal.

Two days later the team traveled to Burlington to face a Vermont team that was 7–1 and gunning for a NCAA tournament bid. Despite the fact that no Vermont team has ever defeated a Middlebury soccer team, certain members of the Vermont team had predicted victory on TV. In the team's finest effort of the season, Middlebury dominated the middle two periods and the final overtime period of the game only to have victory elude them. In this case, however, the tie was definitely not like kissing your sister.

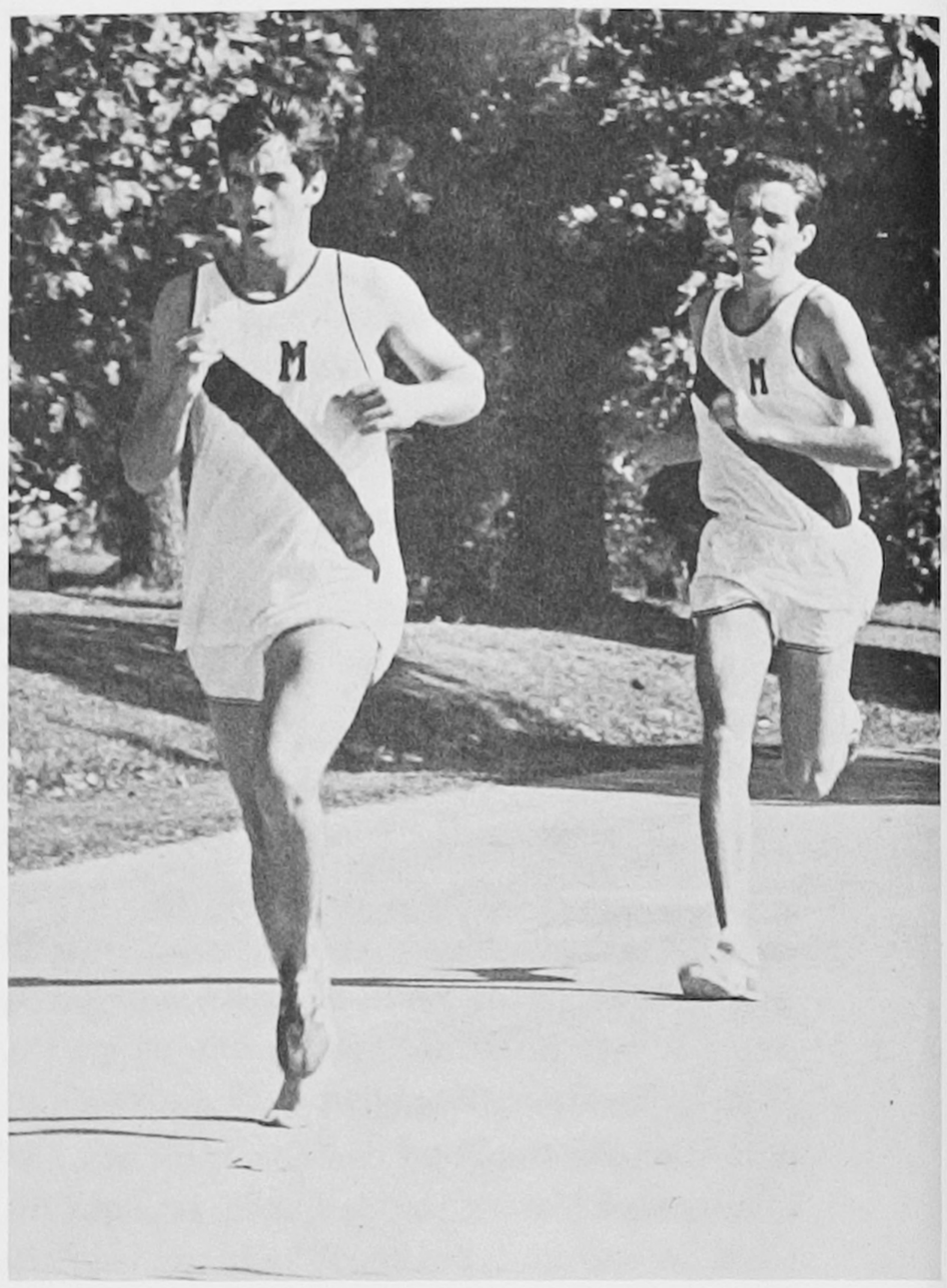
Bruce Foust and Tom Stasz were elected to succeed Reed Coughlan as team leaders next year and Woody Jackson was named Most Valuable Player. Five players made the annual All-state team—Verman, Barr, Coughlan, Foust and Jackson—as Middlebury regained a share (with UVM) of the state title. New England and All-American awards have not been announced as this report is filed.

CROSS COUNTRY

Ski coach John Bower revived a sport not seen here in over 20 years and guided his first-year cross-country team to a successful abbreviated four-meet schedule.

Sophomore Joe McNulty and freshman Gary Johnson were strongest runners and led the team to its only dual-meet victory, against defending Little-Three-champion, Williams. In beating Williams, Johnson also defeated McNulty (for the only time this season) when Joe lost a shoe halfway through the race.

A week earlier McNulty was the individual winner in a three-way meet in Burlington against Vermont and St. Michael's, in which



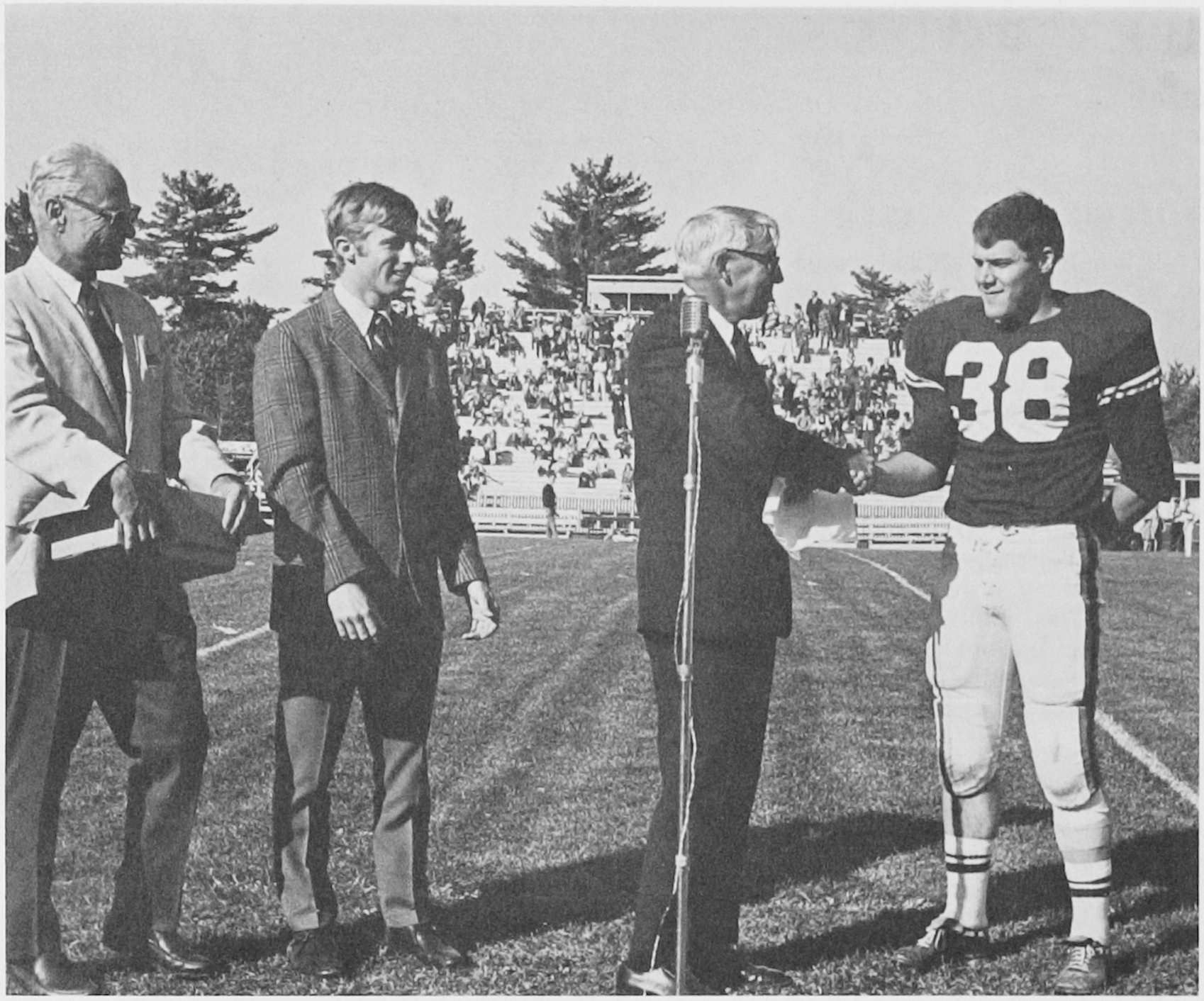
Joe McNulty '72, Hinsdale, Ill., with bare foot and Gary Johnson '73, New Britain, Conn., defeated Williams in Panthers' only home meet.

Middlebury finished second to a strong Catamount team.

But Amherst provided the stiffest competition of the season, defeating the Panthers handily even though McNulty broke the Amherst course record. The Lord Jeff's top runner was so strong that Joe's record breaking performance was only good enough for second place.

The final meet of the season in Schenectady against Union and Hamilton was the most frustrating as the depth-less Bower men finished a close third behind Hamilton.

Lack of depth proved to be the major problem as a large gap existed between McNulty and Johnson and the rest of their teammates, of whom Norwegian Dag Berntsen and freshmen Scott Shorten and Scott Helmers were the most consistent performers.



First Provoncha Trophy Awards

Meanwhile back at Porter Field, two seniors receive the Moose Provoncha Memorial Trophy during halftime of the Homecoming game with Williams.

The award is given to the undergraduate(s) who demonstrated through athletic play in the preceding year "the loyalty, dedication, enthusiasm, and competitive spirit that characterized Moose Provoncha."

With athletic director Dick Colman assisting, President Armstrong presented the award to co-recipients Jeff Sturges of Oberlin, Ohio, and Mark Yeager of Arlington, Va. Jeff is an inside right in soccer and captain of the lacrosse team; the soccer team's second leading scorer last year, he was selected to the all-state first team and received the Rich Sumner Memorial Award as the team's most inspirational player. In lacrosse, he was voted last year's most improved player and scored eight goals and five assists. Jeff is a geography major.

Mark is the Panther's first-string fullback, place kicker, and punter; he was the second leading ground gainer last year and second leading scorer with 38 points. In track, he puts the shot and throws the hammer and javelin. Mark is a pre-med major in bio-chemistry.

MIDDLEBURY BOOKS

American Foreign Policy in a Polycentric World

By Douglas H. Mendel, Jr., '42. (Dickenson Pub. Co., Belmont, California, 1968. 131 pp., paperback, $2.25)

Douglas Mendel, Class of '42, is a devoted Midd alumnus who has never forgotten how the coveted PBK key brought him into the WW II Navy Japanese-language program and launched him in a career of expertise on Japanese public opinion and foreign policy. It was the reviewer's good fortune to have first met the author in Taegu, Korea in 1962, and to still cherish the touch of home and scholarly stimulation he then provided. At present, while serving as the Far Eastern Representative of the Roper Public Opinion Research Center, Dr. Mendel is making one of his perennial pilgrimages to the Far East, teaching in Tokyo, researching a new book on Japanese foreign policy in the 1970's, and awaiting the publication of a study of Formosan nationalism. He expects to return to his professorship in political science at the University of Wisconsin, Milwaukee, sometime in 1970–71.

Today it requires considerable audacity and profound scholarship to attempt to encompass even the major outlines of American foreign policy within the short space of some 130 pages. With clarity, comprehension, and conviction Dr. Mendel explains:

(1) the post-war challenges to U.S. foreign policy;
(2) the record of American responses to these challenges around the world;
(3) the relation of domestic to foreign policy; and,
(4) possible future crises requiring contingency planning.

Proceeding from concise review and analysis, the author brings the reader directly into the contemporary scene, using the most recent sources and expressing personal judgement on existing alternatives. For those who must read and run, the essence of the problems are before them; for those who cannot resist the challenge to probe further, a modicum of the most useful references are made available. One does not need to be a professional student to both enjoy and profit from this highly stimulating analysis; no student can afford to ignore the challenges for research and analysis herein provided. How useful it is, for example, to ponder the following:

—That France began elaborating the development of its nuclear program long before De Gaulle's return to power in 1958;

—That Vice-President Richard Nixon joined with Secretary Dulles and Admiral Radford to urge U.S. intervention on the side of the French during the siege of Dien Bien Phu while Senator Lyndon Johnson, among others, preferred an Allied or UN solution;

And the author's conclusion that, if the present status of polycentrism and détente with the Soviet Union continues, we may find the source of all future world conflicts to issue from the developing nations of the world.

C. Leonard Hoag
Professor of Political Science
Middlebury College

Letters

Gentlemen:

Dr. Bogart was, for many of us, not only a progressive teacher but a warm and friendly person interested in our lives and careers.

As a teacher, he pioneered at Middlebury the use of small discussion groups as part of the larger introductory poli sci course, permitting us to act and be treated as individuals rather than a sea of faces in a lecture hall.

In the more advanced courses, we cannot forget his skillful use of the Socratic method in drawing our thoughts to logical conclusions that made us realize the value of sharpening our mental processes.

He taught us, even before it was in academic fashion to do so, the principles of men in their organized relationships that only later experiences verified as being true. His concept of authority as ultimately resting on the cooperation of those being directed has been given new validation in events of the times. Those of us who learned the nature of the executive functions as he taught them have been better leaders of men and organizations.

Dr. Bogart was first and foremost a teacher who struck that delicate balance between research and teaching in favor of his students. He was a friend as only *good* teachers can be, and many of us will miss his perception and advice. But what he taught us and meant to us lives on, and we are better for it.

James Alexander Jr. '63
Trenton, New Jersey

Gentlemen:

I especially enjoyed the reprint of excerpts from Rachel Trickett's Bread Loaf Commencement Address.

However, I would point out that we at Bread Loaf have had the pleasure and privilege of Miss Trickett's company on the mountain for *two* summers (1967 and 1969), not just one, as the biographical sketch incorrectly indicates.

Let us hope that we can look forward to her presence for many more summers as well.

Richard J. Dacey
Lowell, Mass.

Gentlemen:

You must be putting me on! Paul C. Fithian '57 isn't real—is he? I'd feel more confident that he's the figment of somebody's 19th-century philosophy, if it wasn't for that California address. Stand fast, you non-insulted 50%: we're now 40% more than when I attended Middlebury. (My wife says 45 to 49% would be more accurate).

Edward F. Cooke '45
Pittsburgh, Pa.

Middlebury Winter Sports Schedules

HOCKEY

(Varsity except as noted)

Wed., Jan. 21	3:15	Frosh vs. Northwood
	7:30	at Vermont
Sat., Jan. 24	7:30	Alumni
Sat., Jan. 31	7:00	Williams
Wed., Feb. 4	8:00	St. Lawrence
Thurs., Feb. 5	3:30	Frosh at St. Lawrence
Sat., Feb. 7	3:00	Hamilton
Tues., Feb. 10	3:00	Frosh vs. Vermont
Fri., Feb. 13	4:00	at Bowdoin
Sat., Feb. 14	2:30	at Colby
Wed., Feb. 18	3:00	Frosh vs. Williams
	7:30	Vermont
Sat., Feb. 21	4:00	at Williams
Tues., Feb. 24	3:00	Frosh at Vermont
Wed., Feb. 25	7:00	R.P.I.
Fri., Feb. 27	4:00	Norwich
Fri., March 6	8:00	at Colgate
Sat., March 7	8:00	at Hamilton

BASKETBALL

(Varsity except as noted)

Thurs., Jan. 22	8:00	Clarkson
Sat., Jan. 24	1:00	Frosh at Vermont
	3:30	at Vermont
Tues., Jan. 27	4:00	at Hamilton
Sat., Jan. 31	4:00	Babson
Wed., Feb. 4	6:00	Frosh at Vermont
Thurs., Feb. 5	2:00	Frosh at St. Michael's
Fri., Feb. 6	8:00	at Tufts
Sat., Feb. 7	3:00	at Bowdoin
Wed., Feb. 11	6:00	Frosh vs. Williams
	8:00	Williams
Mon., Feb. 16	6:00	Frosh vs. Vermont
	8:00	Vermont
Wed., Feb. 18	6:00	Frosh at Norwich
	8:00	at Norwich
Sat., Feb. 21	7:30	M.I.T.
Wed., Feb. 25	6:00	Frosh at Amherst
	8:00	at Amherst
Fri., Feb. 27	2:00	Norwich
Wed., Mar. 4	8:00	St. Lawrence
Fri., Mar. 6	6:30	Frosh at R.P.I.
	8:00	at R.P.I.

SKIING

TEAM COMPETITIONS

Feb. 7-8	St. Lawrence Carnival	Canton, N.Y.
Feb. 13-14	Dartmouth Carnival	Hanover, N.H.
Feb. 20-21	Williams Carnival (E.I.S.A. Championships)	Williamstown
Feb. 27-28	Middlebury Carnival	Middlebury Snow Bowl
Mar. 5-7	N.C.A.A. Championships	Franconia Notch, N.H.

INDIVIDUAL COMPETITIONS

Middlebury College will also be represented by one or more students competing at each of the following events:

Alpine Class A (Invitational)

Jan. 24-25	Madonna Cup	Jeffersonville, Vt.
Jan. 31-Feb. 1	Corcoran Cup	Waterville Valley, N.H.
Feb. 7-8	C. V. Starr Cup	Stowe, Vt.
Mar. 21-22	U.S.E.A.S.A. Alpine Championships	Sugarloaf Mtn., Maine

Alpine Class A & B

Jan. 31	Dartmouth Cup	Hanover, N.H.
Feb. 15	Fisk Trophy Race	Woodstock, Vt.

Alpine Class B, C, & D

Jan. 25	Dartmouth G.S.	Hanover, N.H.
Mar. 1	Dartmouth Downhill	Hanover, N.H.

Nordic Combined

Jan. 31-Feb. 1	U.S.E.A.S.A. Nordic Combined	Middlebury Snow Bowl

Nordic—Cross-Country

Jan. 25	Putney Relays	Putney, Vt.
Feb. 15	Lyndon Relays	Lyndon Center, N.H.
Mar. 15	U.S.E.A.S.A. 15-kilometer Championships	Andover, Maine

Nordic—Jumping

Feb. 15	Salisbury Jump	Salisbury, Conn.
Feb. 22	Brattleboro Jump	Brattleboro, Vt.
Mar. 1	Berlin Jump	Berlin, N.H.

Middlebury
COLLEGE NEWS LETTER

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DR STEPHEN A FREEMAN
24 ~~SOUTH~~ ST
MIDDLEBURY VT 05753

% Sunderland
Painter

Frosty morning sunlight on Painter Hall and early riser—from Old Chapel lantern tower.